

Pennsylvania Quality Assurance System

PQAS Application Technical Assistance Action Plan SAMPLE



Pennsylvania Early Learning Keys to Quality
Effective 8/1/2012

Overview of Technical Assistance Plan

Consultant Name:	
Program Description: <i>As it pertains to the early care and education program, indicate all that apply.</i>	<p>Content focus: <input type="checkbox"/> Infant <input type="checkbox"/> Toddler <input checked="" type="checkbox"/> Preschool <input type="checkbox"/> School-age</p> <p>Type of program: <input checked="" type="checkbox"/> Center <input type="checkbox"/> Group Day Care <input type="checkbox"/> Family Day Care Home</p> <p>Participants: <input checked="" type="checkbox"/> Teaching staff <input checked="" type="checkbox"/> Director Owner/Operator <input type="checkbox"/> Other:</p>
Technical Assistance Goal:	<p><i>List one goal to be accomplished by the technical assistance.</i></p> <p>Staff will arrange classrooms considering ERS guidelines and principles in order to enhance children’s learning.</p>
Estimate Hours:	<p><i>Identify the approximate timeframe for completing the technical assistance. Specify the number of hours (contact time and preparation time) needed to complete the TA action plan.</i></p> <p>The contact time would be approximately 14 hours: three visits of 2 hours each and two 4 hour visits.</p> <p>The preparation time would be approximately 3 hours.</p>
Technical Assistance Techniques:	<p><i>Provide a brief description of the techniques to be used for technical assistance sessions, (e.g. small group activities, Q & A, guided teaching, etc.)</i></p> <p>Conversation, coaching, demonstration, guided instruction</p>
Materials: <i>(e.g. chart paper, markers, projector, etc.)</i>	<p>Most-recent classroom self-assessment score sheet</p> <p>Grid paper and pencil for drawing proposed room arrangement</p>
Handouts/ Tools:	<p><i>Please include copies of all handouts (except PA Keys to Quality developed tools) that you would use during the course of providing technical assistance for your sample goal.</i></p> <p>Principles of Effective Room Organization</p> <p><i>Designs for Living and Learning: Transforming Early Childhood Environments</i></p> <p><i>Inspiring Spaces for Young Children</i></p> <p><i>Caring Spaces, Learning Places: Children’s Environments That Work</i></p> <p><i>ECERS-R Book and Score Sheet</i></p>

References/Resources:	<p>Identify references and resources used to prepare the informational content and materials of the TA action plan. If you are using handouts that you designed, identify them in this section and cite resources used to develop content of handouts.</p> <p>Curtis, D., and Carter M. (2003). <i>Designs for Living and Learning: Transforming Early Childhood Environments</i>. St. Paul, MN: Redleaf Press.</p> <p>Deviney, J., Duncan, S., Harris, S., Rody, M., Rosenberry, L. (2010). <i>Inspiring Spaces for Young Children</i>. Silver Spring, MD: Gryphon House, Inc.</p> <p>Greenman, J. (2007). <i>Caring Spaces, Learning Places: Children's Environments That Work</i>. Redmond, WA: Exchange Press, Inc.</p> <p>Harms, T., Cryer, D., & Clifford, R. (2005). <i>Early Childhood Environment Rating Scale, (Revised edition.)</i>. New York, NY: Teachers College Press, Columbia University.</p> <p>Willier, B. (2008). <i>Principles of Effective Room Organization</i>.</p>
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Technical Assistance Action Plan

Facility Name: PQAS Sample		Type of TA:		Target Care Level:	
TA Consultant:		<input type="checkbox"/> Accreditation <input type="checkbox"/> Certification <input type="checkbox"/> Health & Safety <input checked="" type="checkbox"/> Keystone STARS TA <input type="checkbox"/> Other: _____		<input type="checkbox"/> Infant <input type="checkbox"/> Young Toddler <input type="checkbox"/> Older Toddler <input checked="" type="checkbox"/> Preschool <input type="checkbox"/> School Age	
TA Organization: PQAS Sample					
Date Plan Developed: 1/9/2012					
Goal # _____	Action Steps	Person Responsible	Resources Needed	Action Step Target Date	
Target Date: 3/1/2012 Goal: Staff will arrange classrooms considering ERS guidelines and principles in order to enhance children's learning.	I. The TA consultant will conduct a conversation with the preschool teacher to determine her background and knowledge base regarding the learning environment. <ul style="list-style-type: none"> • The consultant will ask questions about what she has learned in her CDA class that she is currently enrolled in, regarding the ECERS-R and setting up the learning environment. • The consultant will discuss aspects of the room arrangement that are currently working and also what areas she feels would benefit from a change. • The consultant will explain to her that this will be a collaborative process with all of us working together to brainstorm ideas and come up with a new room arrangement. • The consultant will review the documentation from their most recent ERS self-assessment and briefly observe the children using the classroom. 	Preschool Teacher TA Consultant	Most-recent classroom self-assessment score sheet	1/18/2012	

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	<p>2. The TA consultant will provide a handout to share with the preschool teacher regarding ERS principles to consider and some resources that include pictures and ideas for room arrangements. The preschool teacher, director, and consultant will review them together and collaborate to develop a plan. We will sketch out a plan using grid paper and incorporate the principles and guidelines of effective room organization.</p>	<p>Preschool Teacher TA Consultant Director</p>	<p>Principles of Effective Room Organization Handout</p> <p><i>Designs for Living and Learning: Transforming Early Childhood Environments</i></p> <p><i>Inspiring Spaces for Young Children</i></p> <p><i>Caring Spaces, Learning Places: Children's Environments That Work</i></p> <p>Grid paper and pencils</p>	<p>1/31/2012</p>
	<p>3. The TA consultant will meet with the director and preschool teacher to carry out the plan developed at our previous visit.</p> <p>We will:</p> <ul style="list-style-type: none"> • Move furniture to separate quiet and active areas • Place messy activities near the sink area • Define learning centers by using shelves and tables • Have a conversation regarding the reasoning behind the principles. 	<p>Director Preschool Teacher TA Consultant</p>	<p>Grid paper room arrangement plan</p>	<p>2/9/2012</p>

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	<p>4. The TA consultant will observe the children using the space and then ask the teacher to reflect on how the new room arrangement is working. We will make adjustments to any areas that are causing problems. The consultant will review the principles with the teacher to make sure they have been implemented.</p>	<p>Preschool Teacher TA Consultant</p>	<p>Principles of Effective Room Organization Handout</p>	<p>2/21/2012</p>
	<p>5. The TA consultant and the director will complete the sections within the ECERS-R tool that apply to room arrangement (Space and Furnishings subscale- Items #1-8, Item #15, Activities subscale #19-28) as a guided practice and compare to the previous ERS self-assessment scores to determine if the environment for the children has been improved.</p>	<p>Director Preschool Teacher TA Consultant</p>	<p>ECERS-R Book and Score Sheet Most-recent classroom self-assessment score sheet</p>	<p>2/29/2012</p>
	<p>6. The TA consultant will meet with the preschool teacher and director to discuss how the teacher can be a mentor and help other staff with room arrangement by incorporating the principles that she learned throughout the TA process.</p>	<p>Director Preschool Teacher TA Consultant</p>		<p>2/29/2012</p>

Technical Assistance Progress Interaction Log

Date: _2_ / _21_ / _2012_		Facility Name: PQAS Sample	List Job Title(s)
Length of Contact: _2_ : _0_ HRS		Consultant Name:	1. Debbie - Director
Type of Contact: <input checked="" type="checkbox"/> Face-to-Face		Organization Providing TA: PQAS Sample	2. Susie – Preschool Teacher
			3.
			4.
			5.
Goal #(s) and Action Step #(s) Addressed	Target Date	Summary of Interaction/Progress <i>(Comment on responsiveness to strategies, unintended consequences – positive or negative, issues of time resources or PD needed, program strengths, etc.)</i>	Reflection <i>(What were your strengths with the team today and what opportunities exist for you to adjust to their needs?)</i>
Goal #1 Staff will arrange classrooms considering ERS guidelines and principles in order to enhance children’s learning.	3/1/2012	<input type="checkbox"/> No Progress <input checked="" type="checkbox"/> Some Progress <input type="checkbox"/> Complete 45 minutes – I observed a portion of the supervised play timeframe of the preschool classroom’s schedule. I observed that the children seem to be more involved with the materials and appear to be using areas of the room that they were not previously using. There also seems to be fewer disruptive encounters while the children are playing.	The teacher reported that the room arrangement is working well and that the room seems more organized. The children are more engaged with the materials and seem calmer when they are playing. I made these same observations when watching the children during supervised play. These aspects have enhanced the children’s learning.
Action Step #4 Observe classroom, reflect on room arrangement, make any necessary adjustments, and review principles with teacher.	2/21/2012	30 minutes – I asked the teacher how the room arrangement was working. She said that it seems to be working well, and the room is more organized. The children now use the science center, which they did not use before. There seem to be fewer behavior issues and the children seem calmer. They know where the toys go and are better at cleaning up. We discussed if there were any problem areas. She said the only thing she has noticed is that the reading cube and easel seem to be too close together. 30 minutes - We made a minor adjustments by moving the easel closer to the art table. We reviewed the Principles for Effective Room Organization to make sure we had implemented as many principles as possible. We realized that she still has some labeling of shelves with pictures of toys to complete. 15 minutes – The preschool teacher and I reflected on the progress of today’s visit and set goals for our next TA visit.	I was pleased with the amount of collaboration and input the teacher had in this process. She had some great ideas and we were able to incorporate them into the plan.

Technical Assistance Progress Interaction Log

Potential Barrier(s) to Progress

Resource
 Professional development
 Time
 Staff Buy-In
 Staffing Issues
 Other: _____

Next Steps for Facility	Date to Be Completed	Next Steps for Consultant	Date to Be Completed
Preschool Teacher needs to finish labeling toy shelves with pictures of materials.	2/29/2012	Bring the ECERS-R book and complete the sections that apply to room arrangement at the next visit.	2/29/2012