

PLAN, DO, REVIEW PROCESS

Plan – based on a shared vision of quality.

Identify general goals and select team. This means to write an overall shared program goal – such as to increase the quality of teaching in the program. In most programs, teams may include age-level teachers or all teachers. Who will come to meetings, and when will meetings be held?

Analyze current condition using data. This means, as a team, you will use the report feedback for planning. Here's how:

Discuss Your First Impressions

- Begin with general questions: What surprised or interested you most when reading the feedback reports for your program/classroom(s) and why?

Identify Areas of Strength

- Review areas that scored well – those in the 5 and 7 range. What did you do to prepare intentionally to strengthen these areas? Why do these areas work well? What approaches are used?

Identify Areas for Improvement – Items of Focus

- Record or make a list of areas that need positive change. These will become your items of focus.
- Talk with others (director, co-teachers) to review current challenges and positive opportunities for change in each classroom related to each specific area. You will use this information to create and prioritize action steps.

Propose experiment – make plan. This means to choose specific **action steps**.

Gather Information: For each area that needs improvement, gather additional information.

1. Read the full description of the item in the specific ERS scale (ITERS or ECERS) book for all levels (1 - 7).
2. Review the definitions and notes for practice.
3. Explore a copy of the *All About Books* for the ERS scales to look at photos of the specific items and read more about high-quality practices.
4. Review the questions and suggestions provided on the CQI feedback report.

Describe Action Steps: Write the specific steps will you need to take to make improvements. What will you do first, second, and third? How will you know you have accomplished each action step? Who will do what? What resources do you need? How long will each step take?

Decide on measure of success. This means you will describe how your action steps have created a positive result. For example, will children’s engagement increase? Will teachers plan intentional language supports? When and how many strategies will be used? Will the book area and reading strategies and frequency change? What will be the result? Will teachers develop and support learning in a science area? What will you add and how will you support learning with teaching strategies? The answers to these questions will become your measures of success.

Do – Experiment happens outside of the meeting

Carry out the plan. This means for a specific amount of time (i.e., two, three, or four weeks), implement new teaching strategies, make changes to the setting and/or materials, and make changes to lesson planning and curriculum.

Collect evidence about whether it worked. Keep a record of the specific strategies you used. What did you do? What happened? How did it turn out? Take photos, make a checklist, and keep written notes.

Review

Share and analyze evidence from previous plan. Once you have accomplished your action steps, what do you need to do next? Will you move on to the next item of focus on your priorities list? Do you need to move to a higher level with the same item of focus? This means to discuss what you did with your colleagues. Did you do what you planned? Show your colleagues photos, share checklists, and discuss notes.

Consider adjustments and next step. Discuss the following questions: What worked well? What did not work well? What else do you need to do? What other improvements need to be made?

Celebrate learning. Share the following information: What progress have you made? What have you learned about yourselves? What have you learned about collaboration? How have children responded to the changes? How have families responded? How have you responded?

Adopt, modify, or abandon practice. Make decisions about what to do next: Should you keep going with your current plan and give it more time or try an entirely different approach? At this step, you will prepare to start over in the Plan, Do, Review cycle. When you start over, what new item of focus and action steps do you want to plan and carry out?

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