



Continuous Quality Improvement in PA

Developing and Expanding Best Practice in Teaching and Learning (K1, K2, K4)

The purpose of this form is to provide information about initiatives that could support programs in addressing CQI after needs are identified through examination of relevant sources of evidence.

Title of activity/initiative:	Standards Aligned System (SAS)
Purpose, goal and expected outcomes of the initiative. How is this activity important to program quality?	<ul style="list-style-type: none"> • Standards Aligned System (SAS) is a collaborative product of research and good practice that identifies six distinct elements which, when utilized together, will provide schools with a common framework for continuous enhancement and improvement. • Research supports the notion that great schools and school systems tend to have these six common elements that ensure Student Achievement: Standards, Assessments, Curriculum Framework, Instruction, Materials & Resources and Safe and Supportive Schools. The Pennsylvania Standards Aligned System includes all six key elements.
Description of initiative and any component parts (Technical assistance available, professional development, program assessment inventories, etc.)	<p>Professional Development available: Integrating Standards, Curriculum and Assessment is a 6 hour training and can be found on the PA Key training calendar. Participants will better understand the Standards Aligned System and its connection to the Learning Standards for Early Childhood.</p> <p>Introduction to the Standards Aligned System through the Early Education Lens (PART 1) is a two-hour webinar and can be found on the PA Key training calendar. The session introduces the elements of the Standards Aligned System. Participants explore both the PDE portal and the OCDEL resource website.</p> <p>Introduction to the Standards Aligned System through the Early Childhood Lens (PART 2) is a two-hour webinar and can be found on the PA Key training calendar. The session focuses on the integration of the six elements of the Standards Aligned System with a focus on intentional instructional planning.</p> <p>The Introduction to the Standards Aligned System through the Early Childhood Lens sessions can also be offered in live sessions or as one three-hour live session upon request.</p>
Program eligibility criteria or recommended programs for initiative	<p>Age Group Serving: <input type="checkbox"/> Infant/Toddler <input type="checkbox"/> Pre-K <input type="checkbox"/> SACC <input checked="" type="checkbox"/> All</p> <p>Program Type: <input checked="" type="checkbox"/> All</p> <p><input type="checkbox"/> Head Start <input type="checkbox"/> Early Head Start <input type="checkbox"/> PA Pre-K Counts</p> <p><input type="checkbox"/> Early Intervention Providers <input type="checkbox"/> School District</p> <p><input type="checkbox"/> PCHP <input type="checkbox"/> NFP <input type="checkbox"/> Keystone Babies</p> <p>Child Care: <input type="checkbox"/> All</p> <p><input type="checkbox"/> STAR 1 <input checked="" type="checkbox"/> STAR 2 <input checked="" type="checkbox"/> STAR 3 <input checked="" type="checkbox"/> STAR 4</p> <p><input checked="" type="checkbox"/> Center <input checked="" type="checkbox"/> Group <input checked="" type="checkbox"/> Family</p>
Website(s) for initiative	<p>OCDEL http://www.pdesas.org/ocdel</p> <p>PDE http://www.pdesas.org/</p>
Identify focus areas the	<input type="checkbox"/> Administrative Competencies

initiative addresses	<input checked="" type="checkbox"/> Best Practice in Teaching and Learning <input type="checkbox"/> Cultural Competence and Supporting Diversity <input type="checkbox"/> Engaging Families <input type="checkbox"/> Healthy Children/Families/Practitioners <input type="checkbox"/> Social Emotional Competence and Challenging Behavior <input type="checkbox"/> Other (list): _____ <input type="checkbox"/> Other (list): _____
Other initiatives, resources, organizations or professional development that support or enhance the initiative	
Audiences for direct participation in the initiative, list all that apply	<input checked="" type="checkbox"/> Directors <input checked="" type="checkbox"/> Management/Leadership Teams <input checked="" type="checkbox"/> Teachers <input checked="" type="checkbox"/> Assistant Teachers <input checked="" type="checkbox"/> All Staff <input type="checkbox"/> Parents <input type="checkbox"/> Board Members <input type="checkbox"/> Community Stakeholders <input type="checkbox"/> Children <p>Is a component of the initiative that information be brought back to the program and intentionally shared with other s? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> Not necessarily</p>
Research or national context to support the initiative	<p>Hamilton, L., Stecher, B., & Yuan, K. (2008). <i>Standards-based reform in the United States history, research, and future directions</i>. RAND Corporation. Retrieved on March 17, 2011, from http://handle.dtic.mil/100.2/ADA496750</p> <p>Hamilton, L.S. (2010). Testing what has been taught. <i>American Educator (Winter 2010-2011)</i>, 47-52.</p> <p>Marzano, R. (2003). <i>What works in schools</i>. Alexandria, Vir.: ASCD.</p> <p>Wiggins, G. & McTighe, J. (1998). <i>Understanding by design</i>. Alexandria, Vir.: ASCD.</p>
Keystone STARS or Program Standards addressed and CBK Topic Codes (if applicable)	<p>STARS Program Standards: Staff Qualifications and Professional Development; Learning Program</p> <p>CBK Topic Codes: K2 – The Environment, Curriculum and Content; K4 – Child Assessment</p>
Contact person for questions about this Initiative	<p>Deborah C. Wise. M.Ed. Transition Coordinator Office of Child Development and Early Learning Phone: 717-214-8434 dewise@state.pa.us</p>