PQA Basics Take It Back

The agenda that appears on the next several pages is designed for those who have completed the PQA Basics live training and wish to share the PQA and Self Assessment process with their staff or colleagues. Typically, this means you have completed the training yourself and now you are going back to facilitate the self assessment process with your team.

We recommend you adopt three goals for this introduction to the PQA and self assessment:

> After participating in this meeting, team members will:
> 1. understand the team-based, non-punitive nature of self assessment
> 2. have a working understanding of the PQA instrument and what it measures
> 3. grasp the importance of objective observations to drive scoring decisions

If you have ideas for ways to meet these goals that go beyond this agenda, we encourage you to use them! We estimate that this agenda will take about an hour, maybe more, depending on the size of your group.

Preparation

Make sure you have all the materials listed below. Also, we recommend that you *ask your staff to read the first 2 pages of the PQA handbook before the meeting or show the CQI overview video located in the PREPARE section of the CQI toolkit*.

- ▸ Web access and a projector
- ▸ PQA Crash Course Slides (download at PQA_Basics_Crash_Course_Slides)
- ▸ Copies of the Implementation Plan
- ▸ PQA Playing Cards
- ▸ Index Cards

Overview

1. Welcome (5 minutes)

2. Introduction to the Program Quality Assessment (PQA) (10 minutes)

3. Card Sort (10-20 minutes)

4. Observation & Note Taking (10-20 minutes)

5. Planning for Data Collection & Scoring (10-20 minutes)

6. Closing Reflection (5 minutes)

Welcome *(5 minutes)*
Welcome participants to the workshop and introduce yourself. You might also lead your team through an icebreaker or energizer to start the meeting off on a positive note.

Introduction to the Program Quality Assessment (PQA) *(10 minutes)*
Present the first 6 slides. Notes are provided in the downloadable annotated slideshow.
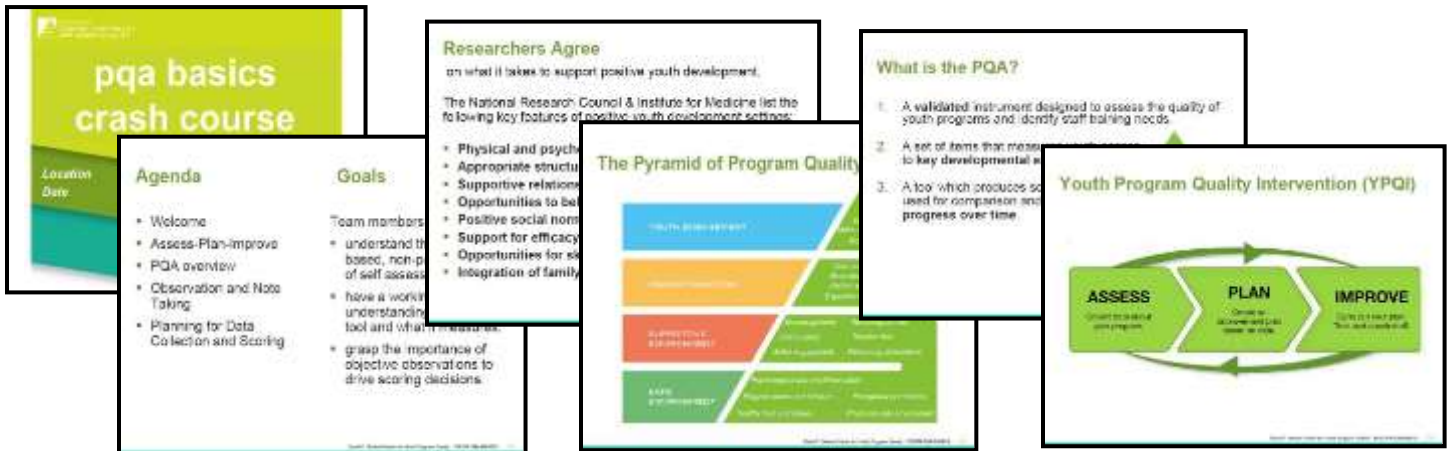

Card Sort *(10-20 minutes)*
Find an interesting way to use the PQA cards you received at the training (order extras online). We suggest a card-sorting activity. Introduce it in this way: *For the next ten minutes, we will be assessing different aspects of our program. Each card represents one item on the PQA. For each card, decide if the program is low, medium, or high quality. As we rate each item, one person should share an example or anecdote that supports the rating.*

If there are more than five people in the group, they can be divided into pairs or smaller groups, otherwise everyone can work together. Cards can be chosen randomly. After groups are done, facilitate a reflection discussion. Here are some questions you might use:

> *How did it feel to self-assess in this way?*
> *How did you know how to rate each item?*
> *Were you surprised by any of the scores or did you disagree with any?*
> *What were some of the limitations of this process?*
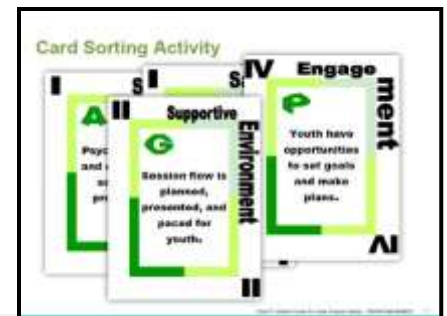
Present slide 9, with the sample item. Note there are two versions of this slide; present the item for the tool you are using (Youth or School-Age).
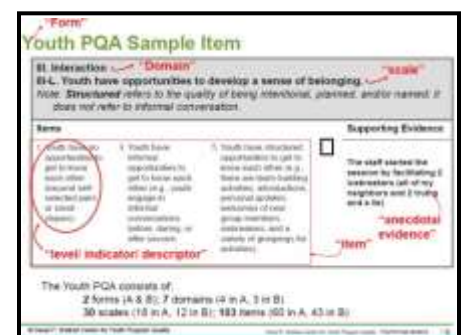
Observation and Note Taking *(10-20 minutes)*
Show slide 10, people on the train. Ask, *What do you see here?* Guide participants to the concept of objective observation.
Divide large group into three smaller groups (you may have people working individually or going up more than once). Assign one group a freeze-frame scene, one a silent picture, and one a "talkie." Give each group two minutes to plan their skit, then 30 seconds to present. Instruct observers to take notes while their peers present.

After skits are done, facilitate a reflection discussion. Some questions you might use:

> *What did the audience get right?*
> *What did they miss?*
> *What does this mean for how we observe?*

Present slide 11, Note Taking**.** Explain the difference between effective and ineffective notes. Discuss the principles and logistics of observing and taking notes.

Planning for Data Collection and Scoring *(10-20 minutes)*
Show slide 12, Planning for Data Collection and Scoring.
As a group, determine the logistics for data collection and agree upon dates. Use the questions provided as a guide. Refer to your handbook for more information.
If you have external assessor(s) coming in, this is a good time to explain that person's role.

Closing Reflection *(5 minutes)*
Distribute 3x5 cards to each participant. Instruct everyone to write one hope that they have for the self assessment process, and on the other side, one fear that they have. Have volunteers share.