

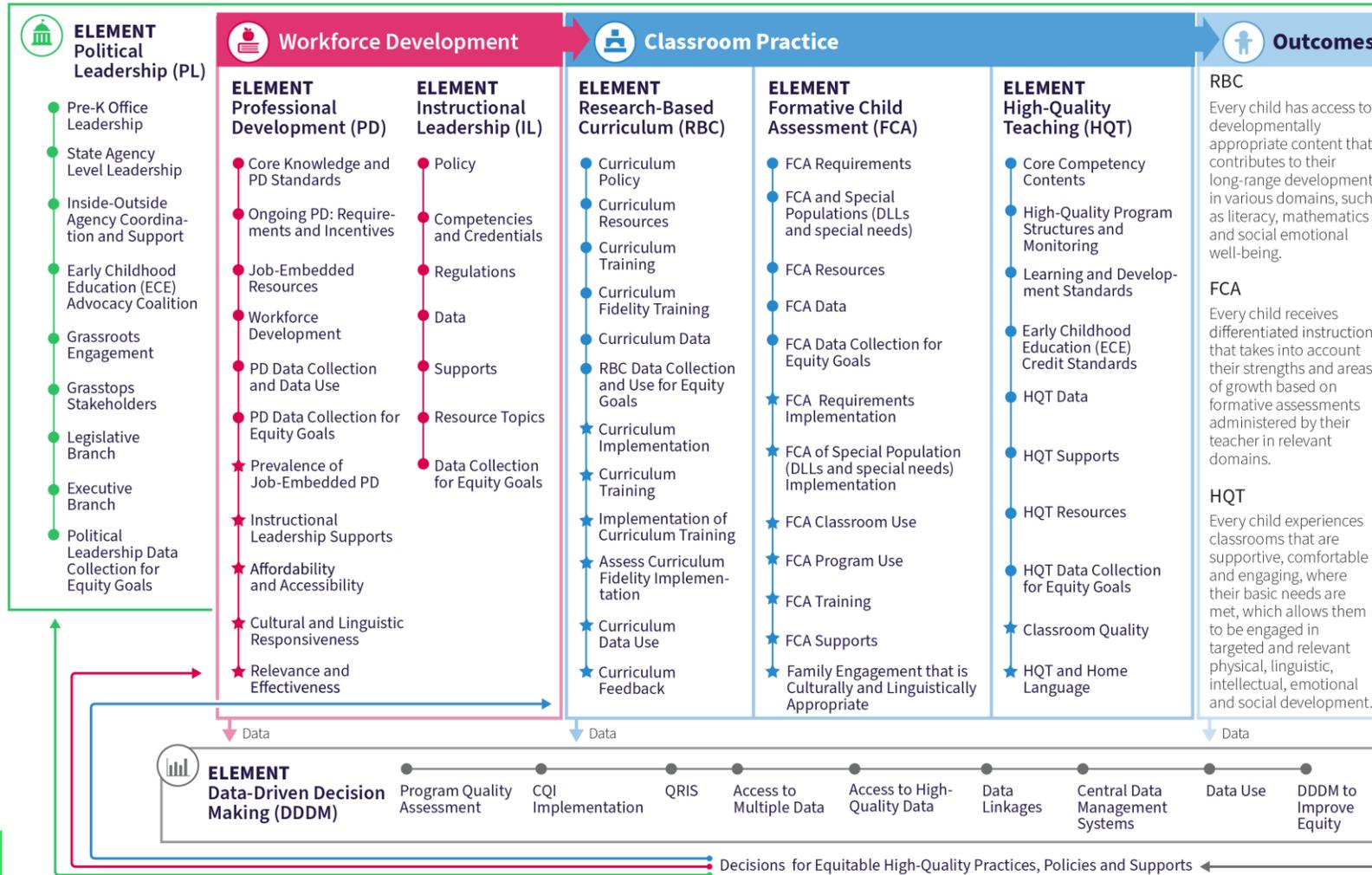


PARTNERSHIP FOR PRE-K IMPROVEMENT

Building High-Quality Early Learning Systems



THE IDM AT-A-GLANCE



Legend



The Political Leadership Element is contextual. This is how your state system is organized to best support the early learning system.



PD and IL Elements are the infrastructure (i.e., the training and technical assistance systems) that supports the implementation of program and classroom interactions.



RBC, FCA and HQT Elements are the practice Elements. This is what happens in programs and classrooms to drive positive child outcomes.



The DDDM Element looks at the flow of data from classrooms, programs and technical assistance to the state, and how the state uses the data to make informed decisions for equitable high-quality practices, policies and supports.

The IDM At-A-Glance

The Implementation Development Map (IDM) was developed with funding from the Bill & Melinda Gates Foundation (BMGF). The IDM At-A-Glance provides an overview that includes the seven essential Elements, the indicators within each Element, related child outcomes, and necessary data for collection and analysis to engage in equity driven quality improvement. The starred indicators in the conceptual framework orient the user to the indicators that cannot be scored without a specific type of data (e.g., QRIS data, teacher training data, etc.). This graphic also outlines the relationship among Elements within a state pre-K system.

- **Political Leadership** provides the context for the other Elements, ensuring the political will and funding necessary for effective pre-K improvement.
- **Data-Driven Decision Making** interacts with the Elements in a direct and active manner. This Element deals with the collection and use of data for improvement at every level of the system to ensure informed decisions.
- **Professional Development and Instructional Leadership**, which collectively we refer to as the "Workforce Development" category, provide the supportive infrastructure to ensure that educators are equipped to provide high-quality early childhood education to all children in the state. These Elements directly facilitate quality improvement of the practice Elements.
- **High-Quality Teaching, Research-Based Curriculum, and Formative Child Assessment**, which we collectively refer to as the "Classroom Practice" category, occur in the classroom and directly lead to positive outcomes for all children.

Acknowledgement

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