

## **C1: Family Provider Teacher Relationship Quality Measure: A Tool for Research and Practice**

Wednesday, February 7, 2018

4:00 p.m. – 5:15 p.m. | Washington I

### **1. Descriptive Information**

<b>C1: Family Provider Teacher Relationship Quality Measure: A Tool for Research and Practice</b>  Given the importance of families' relationship with their child's provider/teacher as a way to improve quality and child outcomes, attention has focused on how best to assess and subsequently intervene to improve them. This has resulted in the recent development and increasing use of the Family Provider Teacher Relationship Quality (FPTRQ) measure. Researchers who have used the FPTRQ measure will explore why this measure was selected, what is being learned about family engagement through use of this new measure, and its utility for improving practice and the parent-teacher/provider relationship. Panelists and session participants will discuss questions and issues that have emerged from use of the measure, including strengths and challenges.	<b>Facilitator</b> <b>Iheoma Iruka</b> , High Scope Educational  <b>Panelists</b> <b>Michelle Brahaney</b> , University of Toledo   <i>Using FPTRQ Scales to Measure Teacher and Parent Engagement in Early Childhood Programs</i>  <b>Sarah Heinemeier</b> , Compass Evaluation and Research   <i>Ohio's Step Up to Quality (SUTQ) Validation Study Results</i>  <b>Roberta B. Weber</b> , Oregon State University   <i>Oregon's Quality Rating Improvement System (QRIS) Validation Study One: Associations with Child Engagement and Family Engagement</i>  <b>Scribe</b> <b>Sarah Kowiak</b> , ICF
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### **2. Documents Available on Website** (Please list any electronic documents or web links used during the session.)

- a. Provider/Teacher Measure FPTRQ; Parent Measure; Director Measure (more of a binary format)

### **3. Brief Summary of Presentations**

- **Summary of Presentation #1: Ohio's Step Up to Quality (SUTQ) Validation Study Results**
  - FPTRQ focuses on early care and education settings. It requires input from multiple parties (directors, providers and teachers, parents, family services staff, parents who receive support from family services staff) with long and short term variants
  - It's important to pick scales that are appropriate for the state. Scales are also available in Spanish and we've had requests for other languages as well.
  - Three foci: family support/family centered care; parent involvement/family involvement/family engagement; family sensitive care giving
  - Relationships measured evolve over time; it would be nice to use the scale for long-term research.
  - Key constructs are attitudes, knowledge, practices and environment
  - Ohio QRIS called Step Up To Quality and used directors, parents and providers/teachers scales from FPTRQ
  - There is some overlap with questions between directors, parents, provider scales
  - Question that came up during study was: Are we directing the nature of QRIS rating or truly evaluating? Evaluation vs validation of practices.

- Small study with stratified random sample.
  - Study found “non-rated” sites didn’t mean bad quality. They may have chosen not to take part in the voluntary system.
  - Is non-rated or 1-star rating indicative of low quality, or are they electing not to participate or move to next level in a voluntary system?
- **Summary of Presentation #2: *Using FPTRQ Scales to Measure Teacher and Parent Engagement in Early Childhood Programs***
    - Ohio Spark/QRIS validation study; identified constructs conceptually linked to Spark standards and selected construct measure for each
    - Study included only large family child care homes
    - Samples: 45 large homes and 172 centers
    - State consciously directs resources to ensure inclusion of minorities and dual language learners; minorities highly represented in the study
    - Director checklist scores associated with QRIS ratings in both Oregon and Ohio
    - Family practices scale was associated with ratings in both states
    - No provider/teacher scales were correlated with any director checklist although two family scales were for centers. Measure issue or finding of a real difference?
    - High policy interest in measurement of family engagement
    - How does measure fit when policy interest is family engagement?

**Summary of Presentation #3: *Using FPTRQ Scales to Measure Teacher and Parent Engagement in Early Childhood Programs***

- Analyzed data with statistical analyses and correlations, reanalyzed then with Rasch (item response theory)
- Theory creates equal steps for survey items, pulls stable and meaningful analyses from ratings. Fair, standardized, allows us to look at continuous improvement.
- Ladder steps for what is the easiest and hardest thing to do; shows collaboration, responsiveness and communication.
- Most difficult things to do were offering books about parenting to parents, changing own schedule to accommodate parents
- Capturing means for each program and who is above/below mean
- Less parents responded = indication of lower parent/teacher engagement
- Current issue with keeping parent feedback confidential, but teachers want information and feedback. Struggling with using data and sharing analyses, but also confidentially when targeting specific parents and teachers. If we share upfront that information will be accessible to teachers, will that impact how parents fill out survey?
- Can only use attitude construct for descriptive data
- Programs where parents/teachers work together more had higher scores
- IRT Methodology is stable across samples
- Results are being used to shape professional development

**4. Brief Summary of Discussion**

N/A

**5. Summary of Key issues raised**

High variation among teachers, directors and classrooms. One approach is to focus on directors and their role in relation to the quality of their program. This has policy implications in terms of investments. We didn’t find the relationship between good quality policy directors and their staff/the program.

Is a star rating a distinct construct? Across ratings it was more gradual. QRIS currently uses low and high quality to get meaningful differentiation; there are no trends between that and the star quality rating.