A Theory of Change: The Breakthrough Series Collaborative on Social and Emotional Learning
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CCL Project Overview: The BSC-SEL
QUALITY IMPROVEMENT

- Importance of quality improvement in ECE
- Research and methods from other sectors and disciplines
- The BSC Methodology
Developed by Institute for Healthcare Improvement

An improvement approach that brings together multiple organizations to work towards a common aim using continuous quality improvement methods.
Assess the feasibility of implementing a CQI model – a Breakthrough Series Collaborative (BSC) – in Head Start and child care settings

- Select focal topic: Social and emotional learning (SEL)
- Implement in Boston, MA
- Conduct a Feasibility Study
- Design an evaluation plan to examine the effectiveness of a BSC in supporting and sustaining teacher practices, an organizational culture of quality improvement, and children’s development
THE CCL BREAKTHROUGH SERIES
COLLABORATIVE

- Aims & Content (the “what”)
  - Social and emotional learning
  - Pyramid Model

- Methods (the “how”)
  - Improvement science: BSC methodology
Theory of Change
WHAT IS OUR THEORY OF CHANGE?

- Purpose of the TOC
- The core components of the TOC
  - Strategy
  - Outputs
  - Mechanisms
  - Outcomes
  - Impact
STRATEGY: THE BSC-SEL

Breakthrough Series Collaborative

Multi-Level Inclusive Teams

“The Model for Improvement”

Faculty / Content Experts / Coaches

Change Package (Driver Diagram)

Shared Learning Environment
OUTPUTS

Structures that support relationships
- Regular times for collaborative professional learning

Work processes/routines
- Adoption of protocols for collaborative learning and improvement
- Tools for organizational self-assessment
- PDSAs to test changes

✔ Learning Sessions
✔ Monthly Metrics
✔ Affinity Groups
✔ Action Periods
✔ Expert Consultation with Teams
MECHANISMS

The Strategy and its Outputs activate these mechanisms:

1. Shifts in the relational dynamics within and among organizational members

2. Shifts in participants’ mindsets about changing their professional practices
Relational dynamics within organizations
- Psychological safety
- Team member efficacy
- Parallel process
- Intra-organizational learning

Relational dynamics among organizations
- Inter-organizational (vicarious) learning
Mindsets
- Curiosity, inquiry mindset
- Problem-solving; visibility into problems
SHORT TERM OUTCOMES

1. Increased knowledge, skills, beliefs, attitudes about:
   - SEL practices
   - How to improve

2. Improved organizational climate and culture

3. Stronger leadership at all levels

4. Increased individual and collective efficacy
LONG TERM OUTCOMES

1. Nurturing, responsive and supportive relationships and environments
2. High quality culturally responsive teaching practice in social skills and emotional competencies
3. Strong family partnerships
4. Racial equity and cultural responsiveness in SEL practices
5. Organizational capacity to support and retain staff and to promote continuous learning for improvement
IMPACT

Children’s Social and Emotional Learning

1. Improved SEL quality in classrooms and program-wide
2. Improvement in SEL quality sustained over time
3. Improved SEL outcomes for children
NEXT STEPS

- Produce brief on the BSC-SEL Theory of Change.