Continuous Quality Improvement in PA- A Tool Kit
Rosie (*Rating Observation Scale for Inspiring Environments*)

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

Title of activity/initiative:	*Inspiring Spaces for Young Children* and the companion *Rating Observation Scale for Inspiring Environments (ROSIE)*
Purpose, goal and expected outcomes of the activity/initiative: How is this activity important to program quality?	The purpose of this scale is to examine and evaluate classroom environments in a new way. The classroom environment is an essential component for maximizing learning experiences for young children. *Inspiring Spaces for Young Children* invites teachers to enhance children's educational environment by emphasizing aesthetic environmental qualities that are often overlooked in early childhood classrooms, such as nature, color, furnishings, textures, displays, lighting, and focal points. Creating an aesthetically pleasing environment requires thoughtful planning and the support of your whole learning community. Considerations for the function, adaptability of the space and the dynamic needs and interests of those who inhabit the space. *Inspiring Spaces for Young Children and (ROSIE*) encourages the provider to create places of beauty that nurture children, families and staff.
Description of activity/initiative and any component parts: (Technical assistance, professional development, program assessment inventories, etc.)	The ROSIE is a self-assessment tool that can be used over and over again to gauge progress and growth. Creating aesthetically inspiring spaces for young children happen in three stages; **Sprouting, Budding and Blooming.** *Inspiring Spaces for Young Children* leads and helps guide the teacher/director/ owner through the three stages with ***ROSIE*** measuring the progress. These are the three stages of development; **Sprouting**; during this stage you are beginning to understand the principles of designing beautiful inspiring spaces. Although the development has started time and development is needed to grow to the next stage). **Budding;** You are becoming more competent in creating inspiring spaces. As your knowledge increases about design principles and the aesthetic components, your environment continues to grow and develop. **Blooming;** this is the time when a plant is at its highest level of growth and it glows with health and beauty. It is at this stage you have reached your fullest potential in designing beautiful and inspiring spaces for children and adults.

Program eligibility criteria or recommended programs for activity/initiative:	☐ STAR 1　　X STAR 2　　X STAR 3　　X STAR 4 X Center　　☐ Group　　☐ Family Age Group Serving: X Infant/Toddler　X Pre-K　X SACC　☐ All X Head Start　　X Early Head Start　　X PA Pre-K Counts ☐ Early Intervention Providers　☐ School District ☐ PCHP　☐NFP Other:
Identify focus area(s) the initiative addresses:	-Best Practice in Teaching and Learning -Engaging Families, Healthy Children/Families/Practitioners
Website(s) for activity/initiative:	www.pakeys.org
Identify needs, questions or problems the activity/initiative addresses:	*Inspiring Spaces for Young Children* and the ROSIE scale takes the user through development of the *seven principles* of creating beautiful, inspiring learning environments. It asks the reader "What makes an inspiring classroom different than a regular classroom? In this classroom relationships are fostered, families are respected and children are honored. Nature's gifts are valued and children's thoughts are captured. In this classroom learning is alive and treasured.
Other initiatives, resources, organizations or professional development that support or enhance the activity/initiative:	Creative Environments Design Collaborative 6450 Weatherfield Ct. Suite 1A Maumee, OH 43537 cedc.jessica@yahoo.com
Audiences for activity/initiative-list all that apply (management team, staff, parents, children, board, community etc.):	-Early care and education teachers -Early care and education directors
Research or national context to support the activity/initiative - How is this activity important to program quality?	Defining Elements in the Planning of Early Childhood Classrooms http://www.eric.ed.gov/ERICWebPortal/search/detailmini.jsp?_nfpb=true&_&ERICExtSearch_SearchValue_0=ED437227&ERICExtSearch_SearchType_0=no&accno=ED437227 The Optimal Learning Environment: Learning Theories http://www.designshare.com/index.php/articles/the-optimal-learning-environment-learning-theories
Keystone STARS or Program Standards addressed and CBK Topic Codes (if applicable):	K2C2-12 OR D2C2-12
Where to find more information or materials:	ExchangeEveryDay [exchangeeveryday@ccie.com] Gryphon House publishing

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Other clarification or information about the activity:	
Contact person for questions about this Activity/Initiative:	Toscha Blalock, M.S. ERS Project Supervisor, SE Region Pennsylvania Key tosbla@berksiu.org

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