

Continuous Quality Improvement in PA

Developing and Expanding Best Practice in Teaching and Learning (K1, K2, K4)

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

Title of activity/initiative:	Environment Rating Scale (ERS), A CQI Tool – Digging Deeper
Purpose, goal and expected outcomes of the initiative. How is this activity important to program quality?	<p>The purpose is to use existing and new ERS scores from all classrooms in the facility to develop a continuous quality improvement plan targeted to improving selected aspects of the environment.</p> <p>Goals are:</p> <ul style="list-style-type: none"> teaching staff research the components of and models for best practice related to defined aspects of the environment (such as teacher/child interactions, room arrangement) teaching staff participate in professional development targeted to selected areas teaching team develops facility wide practices and behaviors that assure continuity of best practice throughout the facility. <p>Outcomes are optimal environments that encourage child health and well being, support cognitive development and/or employ developmentally appropriate practice.</p>
Description of initiative and any component parts (Technical assistance available, professional development, program assessment inventories, etc.)	<ul style="list-style-type: none"> All teaching staff participates in ERS PD sessions targeted to the ages of the children within their classrooms. Teachers conduct ERS assessments in one another's classrooms. Site leadership and teachers analyze similarities and differences between PA Key ERS assessments and internal assessments; analyze similarities/differences between similar age assessments; analyze similarities/differences between all age groups. Using data from above, come to consensus on three improvement goals for the facility. Study existing research and resources related to identified improvement goals Participate in PD sessions targeted to meeting improvement goals. Develop presentations for staff meeting related to findings. With support from regional partners, conduct visits to other programs with identified best practices in place. Determine additional human and financial resources need to meet goals. Use annual merit award to purchase services and products. Create and implement strategies, tasks and time lines for each goal. Conduct ERS post assessments in each classroom six months after implementing all goals.
Program eligibility criteria or recommended programs for initiative	<p>Age Group Serving: <input type="checkbox"/> Infant/Toddler <input type="checkbox"/> Pre-K <input type="checkbox"/> SACC <input checked="" type="checkbox"/> All</p> <p>Program Type: <input type="checkbox"/> All <input checked="" type="checkbox"/> Head Start <input type="checkbox"/> Early Head Start <input checked="" type="checkbox"/> PA Pre-K Counts <input type="checkbox"/> Early Intervention Providers <input type="checkbox"/> School District <input type="checkbox"/> PCHP <input type="checkbox"/> NFP <input type="checkbox"/> Keystone Babies Other:</p> <p>Child Care: <input type="checkbox"/> All <input type="checkbox"/> STAR 1 <input type="checkbox"/> STAR 2 <input checked="" type="checkbox"/> STAR 3 <input checked="" type="checkbox"/> STAR 4</p>

	<input checked="" type="checkbox"/> Center <input type="checkbox"/> Group <input type="checkbox"/> Family Other: Regional Key Staff and Certification Staff
Website(s) for initiative	http://ers.fpg.unc.edu/ www.naeyc.org/ www.niost.org www.chilcare.net http://naaweb.site-ym.com/ http://nitcci.nccic.acf.hhs.gov/index.htm “Environment Rating Scales Institute” http://www.ersi.info/
Identify focus areas the initiative addresses	<input checked="" type="checkbox"/> Administrative Competencies <input checked="" type="checkbox"/> Best Practice in Teaching and Learning <input checked="" type="checkbox"/> Cultural Competence and Supporting Diversity <input type="checkbox"/> Engaging Families <input checked="" type="checkbox"/> Healthy Children/Families/Practitioners <input type="checkbox"/> Social Emotional Competence and Challenging Behavior <input type="checkbox"/> Other (list): _____
Other initiatives, resources, organizations or professional development that support or enhance the initiative	NAEYC, NIOST, NAA, National Infant and Toddler Child Care initiative, ECELS, PA Early Learning Standards
Audiences for direct participation in the initiative, list all that apply	<input checked="" type="checkbox"/> Directors <input checked="" type="checkbox"/> Management/Leadership Teams <input checked="" type="checkbox"/> Teachers <input type="checkbox"/> Assistant Teachers <input type="checkbox"/> All Staff <input type="checkbox"/> Parents <input checked="" type="checkbox"/> Board Members <input type="checkbox"/> Community Stakeholders <input type="checkbox"/> Children Is a component of the initiative that information be brought back to the program and intentionally shared with other s? <input type="checkbox"/> Yes <input type="checkbox"/> Not necessarily Notes: Site leadership, teaching staff, Board
Research or national context to support the initiative	The Environment Rating Scales are used in research studies and program quality improvement efforts both nationally and internationally. The scales provide a valid and reliable means of assessing process quality through observation in early childhood and school age programs. Process quality indicators (e.g. staff/child interactions, accessibility of materials, physical space, and schedule) have been found to be more predictive of child outcomes than structural indicators (e.g. staff to child ratio, group size, and cost of care). (Whitebook, Howes & Phillips, 1995)
Keystone STARS or Program Standards addressed and CBK Topic Codes (if applicable)	Staff Qualifications-Director and Staff Development Learning Program-Environment Rating Leadership and Management-Continuous Quality Improvement, Staff Communications and Support
Additional information or materials	<ul style="list-style-type: none"> • <i>Basics of Developmentally Appropriate Practice</i>, Copple and Bredekamp • <i>Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8</i>, Copple and Bredekamp • <i>Designing Developmentally Appropriate Days</i>, video, NAEYC

	<ul style="list-style-type: none"> • <i>Caring for Our Children Health and Safety Standards, 2nd edition, APA</i> • <i>All About the ECERS-R, Cryer, Harms, Riley</i> • <i>All About the ITERS-R Cryer, Harms, Riley</i> • <i>ECERS-E, Sylva, Siraj-Blatchford, Taggart</i> • <i>CLASS, Pianta</i> • <i>Afterschool Program Assessment System (APAS, Stavsky and Denehy)</i>
<p>Contact person for questions about this Initiative</p>	<p>Rose Ball Rose Ball - PA Key Central/South Central ERS Supervisor 610-631-7655 rosbal@berksiu.org</p> <p>Toscha Blalock -PA Key Southeast ERS Supervisor 610-449-2371 tosbla@berksiu.org</p> <p>Ann Gula-PA Key Northeast ERS Supervisor 570-325-3505 angul@berksiu.org</p> <p>Megan Showalter- PA Key Northwest/Southwest ERS Supervisor 724-203-4130 megsho@berksiu.org</p>