



## Next Generation CQI Reporting & Learning

***“It is critical that we empower providers by making Continuous Quality Improvement (CQI) a core component of QRIS and shift the culture to one in which providers ‘own the change’ rather than check items off a list”***

*~ BUILD Quality Rating & Improvement Systems: Stakeholder Theories of Change & Models of Practice Report, 2015*

Branagh Information Group offers a unique approach to support early childhood providers in their use of the Environment Rating Scales (ERS).

Introducing **Next Generation CQI Reporting & Learning**, which embeds individualized professional development and empowers providers as agents of change based on ERS observation feedback.

**Next Generation CQI Reporting & Learning** creates classroom assessment reports that:

- Highlight positive aspects of the environment
- Describe the importance of quality for children
- Capture data to determine targeted areas for improvement
- Include reflective questions for educators to think critically about their teaching practices
- Promote sustainable improvements

Interested in learning more about Next Generation CQI Reporting and the ERS Data System? Contact Tricia Sifford at [tricia.sifford@branaghgroup.com](mailto:tricia.sifford@branaghgroup.com) or (877) 377-8258 x513.

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## Item 13. Encouraging children to use language

What is this item?

Children need to learn to use language to communicate with others in order to express their needs, desires, and interests. A child learning to speak, instead of hitting or grabbing, to achieve a desired outcome is a big step forward socially. A child using language to describe what he or she has made, ask questions, and share information has taken a big step forward intellectually.

### Encouraging children to use language is important because...

Why is this important for children?

- It allows children to foster good social skills.
- Children can then develop skills to share their ideas with others and negotiate solutions to problems effectively.

1.1	3.1	5.1	7.1
1.2	3.2	5.2	7.2
1.3	3.3	5.3	7.3
1.4	3.4	5.4	
1.5	3.5		

Indicator strengths and areas for improvement at-a-glance

### Areas of Effectiveness:

- 5.1. Children were frequently asked questions that they were interested in answering.
- 7.3. Staff-child conversations went beyond classroom activities and materials.

Highlights quality indicator strengths

### Areas for Growth and Improvement:

5.2. *Many staff-child conversations during indoor free play.*

**FEEDBACK:** Although staff was heard talking with the children during indoor free play, there were not many staff-child conversations. Most of the talk was asking simple questions that required one word responses, such as "What color is your shirt?" or "How many blocks are there?"

Assessor feedback

5.3. *Staff respond positively to children's communication and encourage them to talk more (Ex: listens with interest to child who is able to speak at length; provides words to help child explain what she wants; responds positively to children's questions and follows through with children's requests).*

**FEEDBACK:** Staff were not observed challenging children to talk more or use advanced language requiring longer answers. Staff asked simple one-word-answer questions throughout the observation.

### Reflective Questions for Quality Improvement:

- 5.3. Think about the types of conversations and the amount of talking that you do with children throughout the day. Can you recall conversations with particular children, what interested you about the language you heard? What things did you do that show that you were interested in what the children had to say and what can you do better in the future to be positive and engaged?
- 5.4. What things do you do to help children communicate verbally with each other? Take a moment to review the indicator examples on page 39 and the notes for clarification on page 38 of the ECERS-3 to identify the types of things you can do to encourage children to talk to each other.

Questions to inspire teachers' reflections on current practices