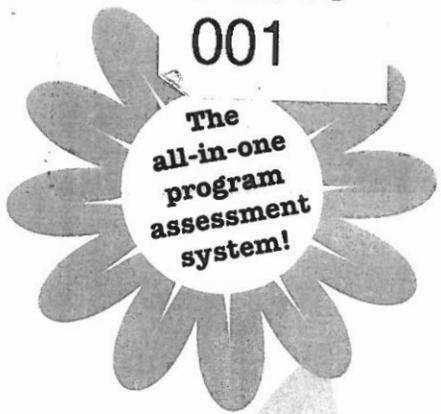


POQA

Preschool Program Quality Assessment

Second Edition

PERC
001



The
all-in-one
program
assessment
system!



Form A — Classroom Items

High/Scope Educational Research Foundation

PRESCHOOL PROGRAM QUALITY ASSESSMENT (PQA)

FORM A: CLASSROOM ITEMS (SECTIONS I-IV)

PROGRAM/RATER INFORMATION

I. PROGRAM INFORMATION

Name of agency _____

Name of center/site _____

Name of classroom being observed _____

Program director/administrator or contact person

Name Position/Title _____

Telephone () Ext. Fax _____

E-mail _____

Address and phone of program/classroom being observed

Street _____

City/State/Zip _____

Telephone () Ext. Fax _____

E-mail _____

Classroom staff

Name of head/lead teacher _____

Name of associate teacher _____

Name of teacher assistant or aide _____

Names of other staff and volunteers (list by name and position):

Name _____	Position/Title _____
Name _____	Position/Title _____
Name _____	Position/Title _____

Children

Number of children in classroom _____

Age range of children in classroom _____

Hours program/classroom in session

Days of week (circle all that apply)

MON TUE WED THU FRI SAT SUN

Time session begins each day _____

Time session ends each day _____

II. RATER INFORMATION

Name _____

Agency _____

Position/title _____

Telephone () Ext. Fax _____

E-mail _____

III. PRESCHOOL PQA ADMINISTRATION INFORMATION

Date/time observation began _____

Date/time observation ended _____

Date/time interview began _____

Date/time interview ended _____

Comments or notes about administering the Preschool PQA at this site:

Rater's signature _____ Date _____

PRESCHOOL POA ITEMS

Classroom Items (Form A)

- I. **LEARNING ENVIRONMENT**
 - A. Safe and healthy environment
 - B. Defined interest areas
 - C. Logically located interest areas
 - D. Outdoor space, equipment, materials
 - E. Organization and labeling of materials
 - F. Varied and open-ended materials
 - G. Plentiful materials
 - H. Diversity-related materials
 - I. Displays of child-initiated work
- II. **DAILY ROUTINE**
 - A. Consistent daily routine
 - B. Parts of the day
 - C. Appropriate time for each part of day
 - D. Time for child planning
- III. **ADULT-CHILD INTERACTION**
 - A. Meeting basic physical needs
 - B. Handling separation from home
 - C. Warm and caring atmosphere
 - D. Support for child communication
 - E. Support for non-English speakers
 - F. Adults as partners in play
- IV. **CURRICULUM PLANNING AND ASSESSMENT**
 - A. Curriculum model
 - B. Team teaching
 - C. Comprehensive child records
 - D. Anecdotal note taking by staff
 - E. Use of child observation measure
- E. Time for child-initiated activities
- F. Time for child recall
- G. Small-group time
- H. Large-group time
- I. Choices during transition times
- J. Cleanup time with reasonable choices
- K. Snack or meal time
- L. Outside time
- G. Encouragement of child initiatives
- H. Support for child learning at group times
- I. Opportunities for child exploration
- J. Acknowledgment of child efforts
- K. Encouragement for peer interactions
- L. Independent problem solving
- M. Conflict resolution

Agency Items (Form B)

- V. **PARENT INVOLVEMENT AND FAMILY SERVICES**
 - A. Opportunities for involvement
 - B. Parents on policy-making committees
 - C. Parent participation in child activities
 - D. Sharing of curriculum information
 - E. Staff-parent informal interactions
 - F. Extending learning at home
 - G. Formal meetings with parents
 - H. Diagnostic/special education services
 - I. Service referrals as needed
 - J. Transition to kindergarten
- VI. **STAFF QUALIFICATIONS AND STAFF DEVELOPMENT**
 - A. Program director background
 - B. Instructional staff background
 - C. Support staff orientation and supervision
 - D. Ongoing professional development
 - E. Inservice training content and methods
 - F. Observation and feedback
 - G. Professional organization affiliation
- VII. **PROGRAM MANAGEMENT**
 - A. Program licensed
 - B. Continuity in instructional staff
 - C. Program assessment
 - D. Recruitment and enrollment plan
 - E. Operating policies and procedures
 - F. Accessibility for those with disabilities
 - G. Adequacy of program funding

SCORING INSTRUCTIONS

Step 1

Observe and/or interview as appropriate. (Sections I–III are designed to be completed mainly through observation, while Section IV is interview-based.) Record supporting evidence in the spaces provided in each row of boxes.

- What you see, hear, and write down provides the evidence for the level of quality you select in step 3. Much of your evidence will come from direct observation, but sometimes you will need to ask program staff (for example, teachers, early childhood specialists, or directors) for additional information to supplement what you observe. Use the standard questions, which appear above the indicators, to elicit information from staff as needed. Supporting evidence for the indicator level you choose includes any of the following, as needed, for each item:
- Anecdotes: brief notes on what children and/or staff actually do and/or communicate
 - Quotes: what children and/or staff actually say
 - Materials lists
 - Diagrams of the room, space, area, and/or outdoor play yard; sketches and notations
 - Sequences of daily events and routines
 - Answers to questions (see specific wording of questions under relevant items)

Training results in the most effective use of the Preschool POA. To arrange Preschool POA training for staff members or independent raters who will be completing this instrument, please contact the Training Coordinator, High/Scope Educational Research Foundation, 600 North River Street, Ypsilanti, MI 48198-2898; Phone: 1-734-485-2000, ext. 218; FAX: 1-734-485-4467; E-Mail: training@highscope.org. Or visit the High/Scope Web site—www.highscope.org—for more information on training programs or to register online.

Step 2

Read each row of indicators. Check one box per row.

Once you have gathered supporting evidence for an item, read the rows of indicators that follow it. Based on the evidence you have gathered in Step 1, place a checkmark (✓) in one and only one box (1, 3, or 5) of each row of indicators. Try to complete every row for every item. Ask teachers and/or program staff for additional information to supplement what you observe as needed. If a row of boxes does not apply (for example, if it is a half-day program without naptime), make a note to that effect next to the row and do not check any boxes in that row.

Step 3

Determine the quality level. Circle the corresponding level at the top of the form: 1, 2, 3, 4, or 5.

Determine the quality level for the item using the following criteria:

For items with **three or more rows** of boxes

- Level 1: Half or more of the level 1 boxes are checked (regardless of the level 3 or level 5 boxes that may be checked).
- Level 2: Fewer than half of the level 1 boxes are checked, and some of the level 3 and/or level 5 boxes are checked.
- Level 3: Half or more of the level 3 boxes are checked, and no level 1 boxes are checked.
- Level 4: Fewer than half of the level 3 boxes are checked, and the remaining boxes are checked at level 5.
- Level 5: All the level 5 boxes are checked, and no level 1 boxes or level 3 boxes are checked.

For items with **two rows** of boxes

- Level 1: Both level 1 boxes are checked.
- Level 2: One level 1 box and either one level 3 box or one level 5 box are checked.
- Level 3: Both level 3 boxes are checked.
- Level 4: One level 3 box and one level 5 box are checked.
- Level 5: Both level 5 boxes are checked.

If a row of boxes is "not applicable" or cannot be observed or determined by interview, compute the quality level based on the number of rows that are completed for that item. If and only if no rows are completed in the item, check "Not observed or reported" and enter "NR" on the Summary Sheet.

For additional instructions on administering the Preschool POA, see the **Preschool POA Administration Manual**.

I. LEARNING ENVIRONMENT

I-A. The classroom provides a safe and healthy environment for children.

Circle one indicator level for this item based on the scoring rules on page 4.

1 2 3 4 5
 Check here if not observed or reported.

Standard Question

1. Do you have a first-aid kit? Where is it located?

Level 1 Indicators

Classroom space is crowded, not permitting children and adults to move, play, and work freely whether alone or with others.

Level 3 Indicators

Some classroom space permits children and adults to move, play, and work freely, whether alone or with others.

Level 5 Indicators

Classroom space is ample (at least 50 square feet per child) and permits children and adults to move, play, and work freely, whether alone or with others. [Divide the total area by the maximum allowable enrollment of children.]

Supporting Evidence/Anecdotes

There are safety and health hazards (e.g., broken toys, unmopped spills, unsanitary toilet facilities, uncovered electrical outlets).

There are minor safety and health problems (e.g., dirty toys or floors, wobbly furniture).

The room is free of health and safety hazards.

The classroom lacks adequate ventilation, lighting, or temperature control.

Ventilation, lighting, or temperature control is sometimes adequate.

Ventilation and lighting are adequate; a comfortable temperature is consistently maintained throughout the day (e.g., individual thermostat and/or windows and doors that can be opened to regulate the temperature in the room; window coverings that can be adjusted for light and air.

The classroom is used to store nonprogram materials (e.g., broken or unused equipment).

Some nonprogram materials are stored in parts of the classroom.

Nonprogram materials are stored in spaces other than in the classroom.

There is no first-aid kit in the classroom.

A first-aid kit is available in the classroom.

A first-aid kit is easily accessible and available in the classroom.

No evacuation plans are posted.

Evacuation plans are posted.

Clear evacuation plans are visibly posted.

1. LEARNING ENVIRONMENT

I-B. The space is divided into interest areas (for example, building or block area, house area, art area, toy area, book area, sand and water area) that address basic aspects of children's play and development.

Check here if not observed or reported

1 2 3 4

Circle one indicator level for this item based on the scoring rules on page

Level 1 Indicators

The space is not divided into interest areas.

Level 3 Indicators

Some of the space is divided into interest areas (e.g., block and house).

Level 5 Indicators

The space is divided into interest areas (block, house, art, books, toys, and so on).

Supporting Evidence/Anecdotes

No interest areas are defined or apparent.

Some interest areas are clearly defined (e.g., by high and low shelves, large furniture).

All of the interest areas are defined and clearly marked (e.g., by low shelves and furniture, carpeting).

Interest areas are not named and/or all areas have abstract names not easily understood by children (e.g., manipulative area, science area).

Some interest areas have names that are easily understood by children.

All interest areas have names that are easily understood by children (e.g., toy area, house area, book area).

Teachers and children do not refer to interest areas by area names.

Teachers and children sometimes refer to interest areas by area names.

Teachers and children often refer to interest areas by area names.

I. LEARNING ENVIRONMENT

I-C. The location of the interest areas is carefully planned to provide for adequate space in each area, easy access between areas, and compatible activities in adjacent areas.

[NOTE: If I-B is rated "1" for "space not divided" or "no interest areas defined," then I-C must also be rated "1."]

Circle one indicator level for this item based on the scoring rules on page 4.

1 2 3 4 5

Check here if not observed or reported.

Level 1 Indicators

The location of interest areas inhibits the flow of traffic and play.

Level 3 Indicators

The location of some interest areas allows children to move freely from one area to another.

Level 5 Indicators

The location of all interest areas allows children to move freely from one area to another.

Supporting Evidence/Anecdotes

Tall or large furniture, shelves, or room dividers prevent children and adults from seeing from one interest area to another.

Some low furniture, shelves, and room dividers allow children and adults to see into some interest areas.

Low furniture, shelves, and room dividers allow children and adults to see from one area to another.

Inadequate space limits the number of children who can play in each interest area.

Some interest areas have enough space for many children to play at once.

Each interest area has enough space for many children to play at once.

Interest areas with compatible activities are not adjacent (e.g., art area is across the room from a sink or bathroom).

Some interest areas with compatible activities are adjacent (e.g., block area is near house area).

Interest areas with compatible activities are adjacent (e.g., block area is near house area; art area is near sink or bathroom).

I. LEARNING ENVIRONMENT

I-D. An outdoor play area (at or near the program site) has adequate space, equipment, and materials to support various types of play.

[Note: Where extreme weather conditions or safety considerations prevent the regular use of outdoor play space, a large and open indoor space, such as a gymnasium, may be used as a substitute.]

Circle one indicator level for this item based on the scoring rubric.

1 2 3

Check here if not observed

Level 1 Indicators

There is no outdoor play area.

The outdoor play area [or substitute "large and open indoor area"] is never used.

The outdoor play area provides limited space, less than 35 square feet per child.

There are safety and health hazards in the outdoor play area (e.g., broken equipment, trash, inadequate cushioning surfaces).

There are no outdoor play materials or equipment.

Level 3 Indicators

There is an outdoor play area nearby (e.g., local playground).

The outdoor play area [or substitute "large and open indoor area"] is sometimes used; the indoor area is sometimes used when the outdoor area could be used.

The outdoor play area provides some space, between 36 and 99 square feet per child.

There are minor safety and health problems in the outdoor play area (e.g., wobbly bicycles, rusted swings).

The space, equipment, and materials in the outdoor play area allow for some types of outdoor play (e.g., climbing, swinging, running).

Level 5 Indicators

The outdoor play area is easily accessible from the indoor space.

The outdoor area [or substitute "large and open indoor area"] is always used; the indoor area is never used when the outdoor area could be used.

The outdoor play area provides ample space, at least 100 square feet per child.

The outdoor play area is free of health and safety hazards.

The outdoor play area includes both stationary and portable equipment and materials for various types of play (e.g., tricycles, sleds, balls, climbers, stones, boxes, buckets, chalk, scarves, brushes).

Supporting Evidence/Anecdotes

I. LEARNING ENVIRONMENT

I-E. Classroom areas and materials are systematically arranged, labeled, and accessible to children.

1 2 3 4 5

Check here if not observed or reported.

Level 1 Indicators

Classroom materials are not arranged by any discernible system.

Level 3 Indicators

In some of the areas, similar classroom materials are placed together (e.g., blocks and paper grouped by size and/or color).

Level 5 Indicators

In all areas, classroom materials are grouped by function or type (e.g., things that fasten—tape, stapler, paper clips; things to build with—unit blocks; Bristle blocks, cardboard blocks).

Supporting Evidence/Anecdotes

Interest areas and materials are not labeled.

Some interest areas and materials are labeled.

All interest areas and materials are labeled.

There are no labels or labels are of only one type.

Labels are of two types.

Labels are of many types understood by children (e.g., tracings, pictures, photographs, actual objects, words).

Materials are out of children's reach or are typically brought out by adults.

Children can reach and get out some (nondangerous) materials without adult help.

Children can reach and get out (nondangerous) materials without adult help.

I. LEARNING ENVIRONMENT

I-F. Classroom materials are varied, manipulative, open-ended, and authentic and appeal to multiple senses (sight, hearing, touch, smell, taste).

Circle one indicator level for this item based on the scoring rules c

1 2 3 4

Check here if not observed or re

Level 1 Indicators

- Most of the materials in most of the interest areas lead to prescribed outcomes (e.g., art cutouts, lotto games, worksheets, coloring books, commercial toys—McDonald's figures).

Level 3 Indicators

- Some open-ended materials are available in some interest areas (e.g., boxes, paper, beads, paints).

Level 5 Indicators

- Most of the available materials in all interest areas are open-ended (e.g., blocks, books, sand, water, corks, dolls, scarves, toy vehicles, paints, shells).

Supporting Evidence/Anecdotes

- The classroom does not provide manipulative materials in any of the areas.

- The classroom provides some manipulative materials in some areas.

- The classroom provides many manipulative materials in all areas.

- Materials include many toy replicas in place of "real" items (i.e., toy plates and cups in place of real dishes; small plastic tools).

- Materials include some toy replicas in place of "real" items (e.g., toy register, toy broom).

- Materials include many "real" items in place of toy replicas (e.g., dog dish, firefighter boots, steering wheel, gardening tools, suitcases, briefcases, pots and pans, hammer and saw, telephone).

- Many materials do not appeal to all the senses (seeing, hearing, tasting, touching, and smelling).

- Some materials appeal to multiple senses (e.g., stuffed animals, musical instruments, play dough).

- Many materials appeal to multiple senses and include both natural and manufactured materials (e.g., materials include items with hard and soft textures; snacks with many smells and tastes; objects made of wood, fabric, metal, paper, liquid).

I. LEARNING ENVIRONMENT

I-G. Materials are plentiful.

Circle one indicator level for this item based on the scoring rules on page 4.

1 2 3 4 5

Check here if not observed or reported.

Level 1 Indicators

There is a limited quantity of materials in any or all areas.

Level 3 Indicators

There is at least a moderate quantity of materials in all areas.

Level 5 Indicators

There is a plentiful quantity of materials in all areas.

Supporting Evidence/Anecdotes

Multiple sets of materials are not available.

Some multiple sets of materials are available so that several children can play with the same materials at the same time.

Many multiple sets of materials are available so that several children can play with the same materials at the same time.

I. LEARNING ENVIRONMENT

I-H. Materials reflect human diversity and the positive aspects of children's homes and community cultures.

Circle one indicator level for this item based on the scoring r
 1 2 3
 Check here if not observed

Standard Question

1. What cultures and backgrounds (e.g., jobs, interests, hobbies) are represented in the children in your program and the surrounding community?

Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
---------------------------	---------------------------	---------------------------	--------------------------------------

- | | | | |
|---|---|---|--|
| <input type="checkbox"/> Materials do not reflect the home and community cultures or special needs of program children. | <input type="checkbox"/> Materials reflect the home and/or special needs of program children. | <input type="checkbox"/> Materials reflect the home and community cultures and special needs of program children (e.g., photos of family members, cooking utensils, music tapes, work clothes and tools, eyeglasses). | |
|---|---|---|--|

- | | | | |
|--|--|--|--|
| <input type="checkbox"/> Materials perpetuate cultural and gender stereotypes. | <input type="checkbox"/> Some materials reinforce cultural and gender stereotypes. | <input type="checkbox"/> Materials depict a wide range of nonstereotyped role models and cultures (e.g., picture books with women doctors and men doing housework; dress-up clothes for different chores and occupations available to all children; carpentry tools and cooking utensils used by adults and children of both sexes; stories, toys, and computer software depicting minorities as professionals). | |
|--|--|--|--|

- | | | | |
|--|--|--|--|
| <input type="checkbox"/> Materials reflect only one culture. | <input type="checkbox"/> Some multicultural materials are integrated into the classroom. | <input type="checkbox"/> Multicultural materials are integrated into the classroom (e.g., everyday and holiday clothes from other countries in dress-up area; food from the children's various cultures and religions served at snack and represented in containers in house area; music, books, and instruments from different times and places; eye-level reproductions of artwork from other countries in different media). | |
|--|--|--|--|

I. LEARNING ENVIRONMENT

I-1. Child-initiated work (work designed and created by children) is on display.

[Note: This item does not refer to designated areas of the room where information is posted for teachers and parents.]

Circle one indicator level for this item based on the scoring rules on page 4.

1 2 3 4 5
 Check here if not observed or reported.

Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
<input type="checkbox"/> Children's work is not displayed.	<input type="checkbox"/> Children's work is sometimes displayed.	<input type="checkbox"/> A variety of children's work (e.g., artwork, photos of block structures, samples of emergent writing) is displayed.	
<input type="checkbox"/> Displays of children's work consist of projects generated from adult ideas or copied from adult products.	<input type="checkbox"/> Some displays of children's work consist of creations stemming from children's interests and ideas.	<input type="checkbox"/> All displays of children's work consist of creations stemming from children's interests and ideas.	
<input type="checkbox"/> Most displays consist of adult-made or commercially produced materials (e.g., calendar, bulletin board, posters of toothbrushing or fire safety).	<input type="checkbox"/> Some adult-made displays reflect or depict children's interests and experiences.	<input type="checkbox"/> Adult-made displays always reflect or depict children's interests and experiences (e.g., pictures or photos of children's classroom activities or children's family members).	

DRAW A DIAGRAM OF THE ROOM.

Classroom

II. DAILY ROUTINE

II-A. Adults establish a consistent daily routine. Children are aware of the routine.

Circle one indicator level for this item based on the scoring rules on page 4.

1 2 3 4 5

Check here if not observed or reported.

Level 1 Indicators

Adults and children do not follow a consistent routine or sequence of events.

Level 3 Indicators

Adults and children sometimes follow a consistent routine or sequence of events.

Level 5 Indicators

Adults and children always follow a consistent daily routine or sequence of events. Adults let children know ahead of time about changes in the routine (e.g. field trips, special visitors).

Supporting Evidence/Anecdotes

Adults and children do not refer to names for parts of the day.

Adults and children sometimes refer to names for parts of the day.

Adults and children often refer to names for parts of the day.

Children are not aware of the sequence or nature of activities and depend on adults telling them what to do next.

Children are somewhat aware that there is a fairly consistent daily routine (e.g., children know they will go outside at some point during the day and have lunch).

Children are fully aware that there is a routine and can anticipate what activities come next (e.g., children name parts of the day, move on their own to the next activity, talk about what activity comes next).

II. DAILY ROUTINE

II-B. The parts of the daily routine include time for children to do the following: to plan; to carry out their plans; to recall and discuss their activities; to engage in small-group activities; to engage in large-group activities; to have snacks or meals; to clean up; to transition to other activities; to play outside; and to nap or rest (if applicable—i.e., full-day programs).

Circle one indicator level for this item based on the scoring rules on page

1 2 3 4

Check here if not observed or reported

Level 1 Indicators

There is no posted daily routine.

Level 3 Indicators

The daily routine is posted so teachers and parents can see it but is out of children's view (e.g., parents' bulletin board).

Level 5 Indicators

The daily routine is posted for teachers and parents, and a daily routine is posted at children's level and in a form understandable to children (e.g., pictures or words for each part of the daily routine).

Supporting Evidence/Anecdotes

The events listed in the statement above are not regular parts of each day.

Some of the events listed in the statement above are regular parts of each day.

All of the events listed in the statement above are regular parts of each day.

II. DAILY ROUTINE

II-C. An appropriate amount of time is allotted for each part of the daily routine.

Circle one indicator level for this item based on the scoring rules on page 10.

1 2 3 4

Check here if not observed or reported

Level 1 Indicators

- Children have either too little or too much time for most of the parts of the day (e.g., not enough time to carry out child-initiated ideas; too much time to participate in adult-initiated ideas).

Level 3 Indicators

- Children have an appropriate amount of time for some parts of the day.

Level 5 Indicators

- Children have an appropriate amount of time for each part of the day.

Supporting Evidence/Anecdotes

- Children often appear rushed, frustrated, bored, or impatient because of the length of a part of the day.

- Children sometimes are actively engaged and appear focused as they carry out the activities in some parts of the day.

- Children are actively engaged and appear focused as they carry out the activities in each part of the day.

II. DAILY ROUTINE

II-D. The program has time each day during which children make plans and indicate their plans to adults.

[Note: If time to plan is set aside but not observed, score at level 1.]

Circle one indicator level for this item based on the scoring rules on page

1 2 3 4

Check here if not observed or reported

Level 1 Indicators

- There is no time set aside for children to make plans or indicate their plans to adults.

Level 3 Indicators

- Sometimes there is time set aside for children to make plans or indicate their plans to adults.

Level 5 Indicators

- There is a daily time set aside for children to make plans or indicate their plans to adults.

Supporting Evidence/Anecdotes

- Adults plan and direct the day's activities (e.g., adults tell children where to play, what materials to use, or what activities to complete; adults close certain areas).

- Adults use rote or routine strategies for planning (e.g., children always verbalize their plans or adults always write down children's plans).

- Adults use a range of strategies to support children's planning (e.g., props, area signs, tape recorder, singing; planning individually, in pairs, in small groups).

- Adults do not encourage children to plan or recognize when children are indicating plans in ways consistent with their developmental levels.

- Adults sometimes encourage children to plan in ways that are consistent with their developmental levels.

- Adults encourage children to plan in ways that are consistent with their developmental levels (e.g., by pointing, bringing objects to the planning table, moving toward the chosen area, acting out what they want to do, making drawings, making verbal plans, making written plans).

- Adults assign children areas to play in, and/or materials are chosen and/or set out by the adult.

- Some areas and some materials are available to some children for making their plans (e.g., a specific number of children are allowed in each area, "The block area is closed today," only play dough is available in the art area).

- All areas and materials are available to children for making their plans.

II. DAILY ROUTINE

H-E. The program has time each day (e.g., work time, choice time, center time, free play) during which children initiate activities and carry out their intentions.

[Note: If time for child initiation and choice is set aside but not observed, score at level 1.]

Circle one indicator level for this item based on the scoring rules on page 4.

1 2 3 4 5

Check here if not observed or reported.

Level 1 Indicators

There is no daily time set aside when children can initiate activities and carry out their intentions.

Level 3 Indicators

There is a daily choice time during which children can sometimes initiate activities and carry out their own intentions (e.g., only four children allowed in the block area, some areas have preset activities).

Level 5 Indicators

There is a daily choice time in which children always initiate activities and carry out their intentions.

Supporting Evidence/Anecdotes

During choice time, children do preset activities (e.g., the adult sets out materials in each area for the children to play with such as blocks, Legos, crayons and worksheet, puzzles, and books).

During choice time, children sometimes do preset activities (e.g., children participate in an art activity set up in the art area or leave an activity to brush their teeth).

Throughout choice time, children carry out their own initiatives and activities (i.e., children choose areas, people, and materials; children are free to invent activities and use materials creatively; children are free to change activities).

Adults direct how children use materials and/or carry out activities (e.g., all children are expected to make a paper flower with precut pieces, all children are expected to respond to adults with the same words and actions).

Children make some choices about where and how to use materials and/or carry out activities (e.g., children can decide what to do with the construction paper that the adult has set out for an art activity).

Throughout choice time, children make many choices about where and how to use materials and carry out activities (e.g., children can choose from a variety of art materials on the shelves to support their activities; children are free to bring materials from one area to another).

II. DAILY ROUTINE

II-F. The program has time each day during which children remember and review their activities and share with adults and peers what they have done.

[Note: If time to review is set aside but not observed, score at level 1.]

Circle one indicator level for this item based on the scoring rules on p. 1 2 3 4
 Check here if not observed or reported

Level 1 Indicators

- There is no time set aside for children to recall or reflect on what they have done.

Level 3 Indicators

- Sometimes there is time set aside for children to recall or reflect on what they have done.

Level 5 Indicators

- There is a daily time set aside for children to recall and reflect on their activities.

Supporting Evidence/Anecdotes

- Children never share what they have done with others.

- Adults use rote or routine strategies for recalling (e.g., adults always ask children "Where did you go?" or "What did you do today?").

- Adults use a variety of strategies to encourage children to share and recall their experiences (e.g., using props, area signs, pillow cases, hula hoop, tape recorder; recalling individually, in pairs, in small groups).

- Adults do not encourage children to recall or recognize when children are sharing experiences in ways consistent with their developmental levels.

- Adults sometimes encourage children to recall in ways that are consistent with their developmental levels.

- Adults encourage children to recall in ways that are consistent with their developmental levels (e.g., by showing, re-enacting, describing in words, or making drawings of their activities).

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II. DAILY ROUTINE

II-G. The program has a time each day for small-group activities that reflect and extend children's interests and development.

[Note: If time for small-group activities is set aside but not observed, score at level 1.]

Circle one indicator level for this item based on the scoring rules on page 4.

1 2 3 4 5

Check here if not observed or reported.

Level 1 Indicators

There is no time set aside for small-group activities.

Level 3 Indicators

Sometimes there is time set aside for small-group activities.

Level 5 Indicators

There is a daily time set aside for small-group activities.

Supporting Evidence/Anecdotes

Adults direct small-group times so that children do not contribute their own ideas or participate at their own developmental levels (e.g., children are expected to use materials in the same way, follow directions, answer questions or make the same product).

Sometimes children contribute their own ideas or participate at their own developmental levels at small-group times (e.g., children are asked to classify the nature materials, but can group them in their own ways).

Throughout small-group time, children contribute their own ideas and participate at their own developmental levels (e.g., individual children explore and use the same set of materials in their own ways).

The children and adult(s) in each small group change each time.

Children and adult(s) stay with the same small group for 1–2 months.

Children and adult(s) always stay with the same small group for at least 2 months or more.

II. DAILY ROUTINE

II-H. The program has time each day for large-group activities that reflect and extend children's interests and development.

[Note: If time for large-group activities is set aside but not observed, score at level 1.]

Circle one indicator level for this item based on the scoring rules on page

1 2 3 4

Check here if not observed or reported

Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
<input type="checkbox"/> There is no time set aside for large-group activities.	<input type="checkbox"/> Sometimes there is time set aside for large-group activities.	<input type="checkbox"/> There is a daily time set aside for large-group activities.	
<input type="checkbox"/> In directing large-group times, adults do not ask children to contribute their own ideas or participate at their own developmental levels (e.g., all children are expected to sing to a recording or move in the same way).	<input type="checkbox"/> Sometimes children contribute their own ideas or participate at their own developmental levels at large-group time (e.g., adults sometimes ask children to add novel words and actions to traditional songs and activities).	<input type="checkbox"/> Throughout large-group time, children contribute their own ideas and participate at their own developmental levels (e.g., individual children move in their own ways, try out one another's ideas for singing and moving, and take turns leading others).	
<input type="checkbox"/> Not all adults participate with children at large-group time.	<input type="checkbox"/> Sometimes all adults participate at large-group time (e.g., an adult joins after sweeping the floor).	<input type="checkbox"/> All adults participate with children at each large-group time.	

II. DAILY ROUTINE

II-1. During transition times, children have reasonable choices about activities and timing as they move from one activity to the next.

Circle one indicator level for this item based on the scoring rules on page 4.

1 2 3 4 5

Check here if not observed or reported.

Level 1 Indicators

- Children do not have choices at transition times (e.g., children are assigned seats).

Level 3 Indicators

- Children sometimes have choices at transition times (e.g., children can choose to sit next to anyone for large-group time).

Level 5 Indicators

- Children make choices during transition times (e.g., how to move from one part of the room to another, which person to travel with, what materials to clean up).

Supporting Evidence/Anecdotes

- Adults do not let children know transitions are coming.

- Adults sometimes let children know transitions are coming.

- Adults let children know transitions are coming (e.g., announce "After recall time we will have snack"; "Five more minutes until we go inside").

- Parts of the day do not overlap; adults require children to stop what they are doing and wait as a group until everyone is ready for the next activity (e.g., everyone must clean up before starting large-group; everyone must line up at the same time to go to the bathroom).

- Some parts of the day overlap; children sometimes have the option of finishing the previous activity or moving on to the next activity without the rest of the group.

- Parts of the day overlap; children have the option of finishing the previous activity or moving to the next activity without the rest of the group (e.g., not all children have to finish snack before the next activity begins).

- Adults do not plan ways for children to make transitions.

- Adults sometimes plan ways for children to make transitions (e.g., at the end of large group, the adult asks the children with shoes that tie to go to the bathroom first).

- Adults plan ways for children to make transitions (e.g., choosing the next children to make the transition according to some characteristic of their clothing: "Now all children wearing sweat pants jump to the coat rack"; encouraging children to each move along the floor in their own way toward their cubbies at outside time).

II. DAILY ROUTINE

II-J. The program has a set cleanup time with reasonable expectations and choices for children.
[Note: If time to clean up is set aside but not observed, score at level 1.]

Circle **one** indicator level for this item based on the scoring

1 2 3

Check here if not observed

Level 1 Indicators

There is no time set aside for cleanup.

Adults do cleanup.

Level 3 Indicators

Sometimes there is time set aside for cleanup.

Children do cleanup.

Level 5 Indicators

There is a daily time set aside for cleanup.

Children and adults do cleanup together.

Supporting Evidence/Anecdotes

Adults make children redo cleanup if it is not done correctly.

Adults sometimes redo or improve on cleanup without involving children (allowable exceptions are health or safety hazards).

Adults accept children's level of involvement and skill at cleanup while supporting their learning (e.g., adults talk about how children are cleaning up; child fills dump truck with blocks and drives blocks to shelf).

Children have no choices during cleanup.

Children make some choices during cleanup.

Children make many choices during cleanup.

11. DAILY ROUTINE

11-K. The program has a time each day for snacks or meals that encourage social interaction.

[Note: If time for snacks or meals is set aside but not observed, score at level 1.]

Circle one indicator level for this item based on the scoring rules on page 4.

1 2 3 4 5

Check here if not observed or reported. Not Applicable: Check here if daily program does not include a snack or meal time.

Level 1 Indicators

- There is no time set aside for a snack or a meal.

Level 3 Indicators

- Sometimes there is time set aside for a snack or a meal.

Level 5 Indicators

- There is a daily time set aside for a snack or a meal.

Supporting Evidence/Anecdotes

- Children do not have choices at snack or meal time. Adults tell children how or what they can eat (e.g., children cannot eat their fruit until after they eat their vegetables).

- Children have some choices at snack or meal time.

- Children have choices at snack or meal time (e.g., whether to eat, what to eat, how much to eat, whom to sit next to).

- Children do not do things for themselves at snack or meal time. Adults set up, serve, and clean up.

- Children sometimes do things for themselves at snack or meal time.

- Children do things for themselves at snack or meal time (e.g., pour the juice, distribute the napkins, wipe up spills).

- Adults do not eat with children.

- Adults sometimes eat with children.

- Adults eat with children.

- Adults do not interact with children at snack or meal time.

- Adults sometimes interact with children at snack or meal time.

- Adults interact with children at snack or meal time (e.g., adults listen to children and participate in their conversations).

II. DAILY ROUTINE

II-1. The program has an outside time each day during which children engage in a variety of physical activities.

[Notes: (a) If outside time is set aside but not observed, score at level 1. (b) Where extreme weather conditions or safety considerations prevent the regular use of outdoor play space, a large and open indoor space, such as a gymnasium, must be used as a substitute. (c) If the observation occurs on a day that is atypical due to unusual weather or other special conditions, check "not observed."]]

Circle one indicator level for this item based on the scoring rule:

1 2 3

Check here if not observed or

Level 1 Indicators

There is no time set aside for outside activities.

Level 3 Indicators

Sometimes there is time set aside for outside activities.

Level 5 Indicators

There is a daily time set aside for outside activities.

Supporting Evidence/Anecdotes

During outside time, adults direct children's play (e.g., adults organize a game).

During outside time, children have some choices about how they play.

During outside time, children have many choices about how they play (e.g., climbing, pouring, jumping, sorting, or pretending; playing alone or in groups; playing with manufactured toys or natural objects).

Adults supervise children for safety but do not join in their outdoor play.

Adults supervise children for safety and sometimes join in their outdoor play.

Adults supervise children for safety and also join in their outdoor play.

COMPLETE THE INFORMATION IN THE TWO COLUMNS BELOW.

Posted Daily Routine

Actual Daily Routine

III. ADULT-CHILD INTERACTION

III-A. Children's basic physical needs are met.

Circle one indicator level for this item based on the scoring rules on page 4.

1 2 3 4 5
 Check here if not observed or reported.

Standard Questions (if not observed)

1. What do you do when children have wet or soiled clothing?
2. What is the procedure when children are ill or injured?
3. What is the policy for children who do not sleep at rest time?

Level 1 Indicators

- Children must delay using the toilet until scheduled times.

Level 3 Indicators

- Children sometimes use the toilet as needed (e.g., children wait for one teacher to take them to the bathroom).

Level 5 Indicators

- Children use the toilet as needed.

Supporting Evidence/Anecdotes

- Wet or soiled clothing is not changed.

- Wet or soiled clothing is changed.

- Wet or soiled clothing is changed when uncomfortable or unhealthy for the child (e.g., child has a bladder or bowel accident; child's shirt gets very wet at the water table before going outside on a cold day).

- Injuries and illnesses are not attended to.

- Injuries and illnesses are attended to.

- Injuries and illnesses are attended to promptly.

If Applicable*

- Nutritious food is not provided (e.g., snack is presweetened drink and cookies; denial or delay of food is used as a form of control or punishment).

If Applicable*

- Nutritious food is sometimes provided.

If Applicable*

- Nutritious food is provided (e.g., juice, milk, yogurt, whole grain crackers, hummus, fruit)

If Applicable*

- Special dietary requirements are not accommodated.

If Applicable*

- Special dietary requirements are sometimes accommodated.

If Applicable*

- Special dietary requirements are posted and accommodated (e.g., children with illnesses, allergies, cultural, or religious restrictions are offered alternatives).

* If Applicable: If the program day includes food (snack/meal); if the program day includes rest/nap.

Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
<p>If Applicable*</p> <input type="checkbox"/> Children are told to sleep instead of being offered other rest options.	<p>If Applicable*</p> <input type="checkbox"/> Children are sometimes given choices of quiet activities at rest time.	<p>If Applicable*</p> <input type="checkbox"/> Children are given choices of quiet activities at rest time.	

* If Applicable: If the program day includes food (snack/meal); if the program day includes rest/nap.

III. ADULT-CHILD INTERACTION

III-B. Children's separation from home and daily entry to the program are handled with sensitivity and respect.

Standard Question (if not observed)

1. How do you handle it when children have issues separating from parents/guardians?

Level 1 Indicators

- Children are rushed into separating from their parents/guardians.

Level 3 Indicators

- Adults sometimes give children time and opportunity to separate from their parents/guardians.

Level 5 Indicators

- Adults help children separate from their parents/guardians (e.g., children are encouraged to stand at the window, say or wave goodbye, carry family pictures or objects from home).

Supporting Evidence/Anecdotes

- Children are ridiculed or shamed for crying or being reluctant to separate (e.g., child is told to be a "big" boy or girl; objects from home are taken away).

- Children's feelings about separation are sometimes acknowledged by the adult.

- Children's feelings about separation are acknowledged by the adult (e.g., "You look sad because your mom has left"; "You're upset because it's hard to say good-bye.")

- At the beginning of the day, children are urged to enter into activities before they are ready

- At the beginning of the day, children are given some time to cope with separating before adults move them into program activities.

- At the beginning of the day, children enter play at their own pace.

- Parents/guardians are not allowed to stay.

- Parents/guardians are allowed to stay for a limited amount of time.

- Parents/guardians are encouraged to stay until children are ready for them to leave.

III. ADULT-CHILD INTERACTION

III-C. Adults create a warm and caring atmosphere for children.

Circle one indicator level for this item based on the scoring rules on page 4.

1 2 3 4 5

Check here if not observed or reported.

Level 1 Indicators

- Adults do not show positive attention in their interactions with children.

Level 3 Indicators

- Adults sometimes show positive attention in their interactions with children or show positive attention to some children.

Level 5 Indicators

- Adults show positive attention in their interactions with children (e.g., smile, hug, nod, use a calm voice, make eye contact, get down to child's level, listen attentively).

Supporting Evidence/Anecdotes

- Adults primarily talk to one another or maintain the classroom instead of focusing on children.

- Adults sometimes focus on children.

- Adults focus on children.

- Adults talk to one another about children in front of children, as though the children were not present.

- Sometimes adults address comments to children rather than talking to other adults about children in front of them.

- Adults address comments to children rather than talking to other adults about children in front of them.

- Adults use shouting, shaming, or harsh words or actions (e.g., yelling, shaking, grabbing).

- Sometimes adults interact with children in calm and respectful tones.

- Adults interact with children in calm and respectful tones.

- Adults do not attend to children who are upset.

- Adults sometimes attend to children who are upset.

- Adults attend to children who are upset.

- Children do not go to adults when they are upset.

- Children sometimes go to adults when they are upset.

- Children go to adults for help, comfort, and guidance.

- Children do not call adults by name.

- Children sometimes call adults by name.

- Children call adults by name (e.g., "Look here, Miss Jane"; "Mrs. Smith, you be the baby now"; "Carlos, it's your turn.")

III. ADULT-CHILD INTERACTION

III-D. Adults use a variety of strategies to encourage and support child language and communication.

Circle one indicator level for this item based on the scoring rules on page 11.

Check here if not observed or report

1 2 3 4

Level 1 Indicators

- Adults control or disrupt conversations with children (e.g., lecture or quiz children, interrupt, talk over, dominate, redirect topic).

Level 3 Indicators

- Adults sometimes share control of conversations with children.

Level 5 Indicators

- Adults share control of conversations with children (e.g., let children initiate conversations, take turns, wait patiently for children to form thoughts without interrupting).

Supporting Evidence/Anecdotes

- Adults do not observe and listen to children; children are told to be quiet so they can listen to adults or follow directions.

- Adults sometimes observe and listen to children.

- Adults observe and listen to children throughout the day (e.g., wait for child to speak first, remain quiet until child indicates he or she is done talking).

- Adults ignore children when they talk; adults give directives.

- Adults sometimes converse with children in a give-and-take manner.

- Adults converse with children in a give-and-take manner. They make comments, observations, acknowledgments, and seek children's ideas.

- Adults ask children many questions, especially closed-ended or leading questions with predetermined correct answers (e.g., "What color is this circle?").

- Adults ask a moderate number of questions; questions are both closed-ended and open-ended.

- Adults ask children questions sparingly; questions are open-ended (i.e., to discover child's ideas and thought processes); questions relate directly to what the child is doing.

III. ADULT-CHILD INTERACTION

III-E. Adults use a variety of strategies to support classroom communication with children whose primary language is not English.

Circle one indicator level for this item based on the scoring rules on page 4.

1 2 3 4 5

Level 1 Indicators

Adults do not support communication with children whose primary language is not English.

Level 3 Indicators

Adults use some strategies to support communication with children whose primary language is not English.

Level 5 Indicators

Adults use many strategies to support communication with children whose primary language is not English (e.g., use gestures to convey ideas, use photos or other symbols to represent actions and objects, describe materials and activities in both languages, repeat children's non-English words in English).

Supporting Evidence/Anecdotes

Not Applicable: Check here if all children speak English as their primary language.
 Check here if not observed or reported.

Adults do not encourage communication between English- and non-English-speaking children.

Adults sometimes encourage communication between English- and non-English-speaking children.

Adults encourage communication between English and non-English-speaking children (e.g., translate, use words and phrases in both languages, encourage children to label and describe things for one another).

III. ADULT-CHILD INTERACTION

III-F. Adults participate as partners in children's play.

Circle one indicator level for this item based on the scoring rules on page 4.

1 2 3 4 5

Check here if not observed or reported.

Level 1 Indicators

- Adults do not participate in children's play.

Level 3 Indicators

- Adults sometimes participate as partners in children's play.

Level 5 Indicators

- Adults participate as partners in children's play.

Supporting Evidence/Anecdotes

- Adults are not partners in children's play.

- Adults use some strategies as partners in children's play.

- Adults use a variety of strategies as partners in children's play:
 - Observe and listen before and after entering children's play.
 - Assume roles as suggested by children.
 - Follow the children's cues about the content and direction of play.
 - Imitate children.

- Adults attempt to dominate children's play (e.g., by redirecting play around adult ideas, telling children what to play with, how to play, or whom to play with).

- Adults quickly offer suggestions or ideas after entering children's play or offer suggestions outside the children's play theme.

- Adults support children at their developmental level and help add complexity to their play.
 - Match the complexity of their play.
 - Offer suggestions for extending play.
 - Stay within the children's play theme.

III. ADULT-CHILD INTERACTION

III-G. Adults encourage children's learning initiatives throughout the day (both indoors and outdoors).

Circle one indicator level for this item based on the scoring rules on page 4.

- 1 2 3 4 5

Check here if not observed or reported.

Level 1 Indicators

Adults do not encourage children's initiatives.

Level 3 Indicators

Adults sometimes encourage children's initiatives in age-appropriate ways.

Level 5 Indicators

- Adults encourage children's ideas, suggestions, and efforts throughout the day by
 - Listening to children
 - Encouraging children to talk about what they are doing
 - Trying out and imitating children's ideas
 - Using children's words
 - Commenting specifically on children's work

Supporting Evidence/Anecdotes

Adults impose their own ideas of what children should be learning and doing.

Adults sometimes encourage and support children's strengths and interests.

Throughout the day, adults encourage and support children's strengths and interests.

Circle one indicator level for this item based on the scoring rules on page 4.

1 2 3 4 5

Check here if not observed or reported.

III. ADULT-CHILD INTERACTION

III-H. Adults support and extend children's ideas and learning during group times.

Level 1 Indicators

- Adults do not support or extend children's small-group activities.

Level 3 Indicators

- Adults use some strategies to support or extend children's small-group activities (e.g., after materials are given to children, adults help when needed).

Level 5 Indicators

- Adults use many strategies to support and extend children's small-group activities (e.g., they observe what children do, move from child to child, comment on what children are doing and saying, imitate and add to children's actions, use the materials themselves).

Supporting Evidence/Anecdotes

- Adults do not support or extend children's large-group ideas and actions.

- Adults sometimes use some strategies to support children's large-group ideas and actions.

- Adults use many strategies to support and extend children's large-group ideas and actions, e.g.,
 - Watch and listen to children.
 - Imitate children's actions.
 - Use children's words.
 - Assume children's physical level.
 - Let children be leaders.
 - Follow up children's suggestions and modifications.

II. ADULT-CHILD INTERACTION

I-1. Adults provide opportunities for children to explore and use materials at their own developmental level and pace.

Circle one indicator level for this item based on the scoring rules on page 4.

- 1 2 3 4 5

Check here if not observed or reported.

Level 1 Indicators

Adults expect children to use materials in the same ways (e.g., the adult holds up letters, colors, or shapes, and expects all children to identify them; all children must make product in the same way).

Level 3 Indicators

Adults sometimes encourage children to explore and use materials at their own developmental level and pace.

Level 5 Indicators

Adults encourage children to explore and use materials at their own developmental level and pace (e.g., during small-group time, the adult encourages children to explore and make what they want with the materials; during large-group time children are encouraged to make up their own movements to music).

Supporting Evidence/Anecdotes

Adults sometimes encourage children to use materials in individual ways.

Adults encourage children to use materials in individual ways.

Adults discourage children from using materials in individual or unexpected ways (e.g., "Those beads are for stringing and not be used as food in the house area").

Adults sometimes support children when they choose to repeat an activity.

Adults support children when they choose to repeat an activity (e.g., not redirecting the child to try something else).

Adults discourage children from repeating activities.

III. ADULT-CHILD INTERACTION

III-J. Adults acknowledge individual children's accomplishments.

Circle one indicator level for this item based on the scoring rules on page 4.

1 2 3 4 5

Check here if not observed or reported.

Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
<input type="checkbox"/> Adults praise children's accomplishments (e.g., "Everybody did a great job cleaning up!" "I like the way you're sitting quietly").	<input type="checkbox"/> Adults sometimes praise children's accomplishments.	<input type="checkbox"/> Adults do not use praise.	
<input type="checkbox"/> Adults give children tokens, stickers, and other rewards for their accomplishments.	<input type="checkbox"/> Adults sometimes give tokens, stickers, or other rewards for children's accomplishments.	<input type="checkbox"/> Adults do not give rewards for children's accomplishments.	
<input type="checkbox"/> Adults do not use encouragement to acknowledge children's efforts and ideas.	<input type="checkbox"/> Adults sometimes use encouragement to acknowledge children's efforts and ideas.	<input type="checkbox"/> Adults use encouragement to acknowledge individual children's efforts and ideas (e.g., "repeating children's ideas, commenting on what children are doing, putting children in control of evaluating their own work and efforts").	

III. ADULT-CHILD INTERACTION

III-K. Adults encourage children to interact with and turn to one another for assistance throughout the day.

Circle one indicator level for this item based on the scoring rules on page 4.

1 2 3 4 5

Check here if not observed or reported.

Level 1 Indicators

Adults do not encourage children to interact with one another.

Level 3 Indicators

Adults sometimes encourage children to interact with one another.

Level 5 Indicators

Adults regularly encourage children to interact with one another in ways appropriate to their developmental levels.

Supporting Evidence/Anecdotes

Adults actively discourage such interactions (e.g., telling children to do their own work, not to talk to one another during meals or story time).

Adults sometimes urge children to play cooperatively (e.g., making rules about sharing or taking turns; telling children to cooperate or be friends).

Adults find many opportunities to refer children to one another; adults look for and support children's spontaneous cooperative efforts.

III. ADULT-CHILD INTERACTION

III-L. Children have opportunities to solve problems with materials and do things for themselves.

Circle one indicator level for this item based on the scoring rules on page 4.

1 2 3 4 5

Check here if not observed or reported.

Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
<input type="checkbox"/> Adults do not let children do things for themselves (e.g., get dressed, pour juice, change the paper on the easel).	<input type="checkbox"/> Adults sometimes encourage children to do things for themselves.	<input type="checkbox"/> Adults encourage children to do things for themselves.	
<input type="checkbox"/> Adults fix problems for children (e.g., wiping up spills, getting a stack of blocks to balance).	<input type="checkbox"/> Children sometimes receive support for solving problems with materials (e.g., children try to solve problems, then adults provide the solution).	<input type="checkbox"/> Children receive support for solving problems with materials (e.g., child hangs picture on door when there is no more room on the bulletin board).	

III. ADULT-CHILD INTERACTION

III-M. Adults involve children in resolving conflicts.

Circle one indicator level for this item based on the scoring rules on page 4.

1 2 3 4 5

Check here if not observed or reported.

Level 1 Indicators

Adults shame, scold, and/or punish children in conflict.

Level 3 Indicators

Adults provide children in conflict with statements about manners or morals.

Level 5 Indicators

Adults treat conflict situations with children matter of factly.

Supporting Evidence/Anecdotes

Adults do not diffuse the conflict situation.

Adults partially diffuse the conflict situation.

Adults diffuse the conflict situation before moving into problem-solving:

- Approach children calmly and stop any hurtful actions.
- Acknowledge children's feelings.

Adults decide what the problem is without input from children or don't state the problem at all.

Adults state the problem with some confirmation from the children (e.g., "Did you take that from her?").

Adults involve children in identifying the problem:

- Gather information from the children (what happened, what upset the children).
- Restate the problem.

Adults solve problems or children without explanation.

Adults sometimes impose their own ideas about how conflicts should be resolved and choose a solution.

Adults involve children in the process of finding and choosing a solution for a problem:

- Ask children for solutions and encourage them to choose one together.
- Be prepared to give follow-up support when children act on their decisions.

IV-A. Staff use a comprehensive and documented curriculum model or educational approach to guide teaching practices.

1 2 3 4 5
 Check here if not observed or reported.

Standard Questions

1. Do you use one or more curriculum model(s)? (If yes) Which one(s)?
2. Is the curriculum written or documented in some way? (If yes) What part(s) of the curriculum are documented?

Level 1 Indicators

- Staff do not use an identifiable educational model or approach.

Level 3 Indicators

- Staff sometimes use one or more identifiable educational models or approaches.

Level 5 Indicators

- Staff consistently use one comprehensive educational model or approach.

Supporting Evidence/Anecdotes

- The components of the approach are not documented.

- Some components of the approach are documented.

- The components of the approach are documented.

- Teaching is not based on theory, research, or proven practices.

- Some components of the approach are based on theory, research, and proven practices.

- The approach is based on theory, research, and proven practices.

- There is no written curriculum statement providing a rationale for program practices and child development goals.

- A written curriculum statement provides some rationale for program practices and child development goals.

- A written curriculum statement provides a rationale for program practices and child development goals.

IV. CURRICULUM PLANNING AND ASSESSMENT

IV-B. Staff use a team teaching model and share responsibilities for planning and implementing program activities.

Circle one indicator level for this item based on the scoring rules on page 4.

1 2 3 4 5

Check here if not observed or reported.

Standard Questions

1. Do staff have a regularly scheduled time for planning? (If yes):
 - a. When do they meet?
 - b. How often do they meet?
2. Who is responsible for planning activities?

Level 1 Indicators

- Staff do not have regularly scheduled planning sessions.

Level 3 Indicators

- Staff meet once or twice a week to plan.

Level 5 Indicators

- Staff meet daily to discuss and make plans for the next day.

Supporting Evidence/Anecdotes

- The head/lead teacher plans all activities.

- The head/lead teacher sometimes plans activities with other members of the teaching team.

- Teaching team members participate equally in planning activities.

- Assistants and aides play minor nonteaching roles (e.g., wipe tables, prepare materials).

- Assistants and aides sometimes conduct and/or participate in children's activities.

- Teaching team members conduct and participate in children's activities.

IV. CURRICULUM PLANNING AND ASSESSMENT

Circle one indicator level for this item based on the scoring rules on page 4.

IV-C. Staff maintain records on children and families including the following data on each child:

- Name, birthdate, name of parent or guardian, home address, and phone number
- Child immunization records, health and disability status, accident reports
- Assessment of child's progress
- Home visit documentation, parent/teacher conference documentation
- Family goals, treatment referrals, and follow-up

1 2 3 4 5
 Check here if not observed or reported.

Standard Questions

1. Do staff keep records on children and families in the program? (If yes):
 - a. What information is in the records?
 - b. Where are the records kept?
 - c. Who has access to the records?

Level 1 Indicators

- Staff do not maintain systematic records on children and families in the program.

Level 3 Indicators

- Staff maintain some systematic records on children and families in the program.

Level 5 Indicators

- Staff maintain systematic and complete records on children and families in the program.

Supporting Evidence/Anecdotes

- Records are not easily accessible to authorized staff (e.g., records are stored in director's office, locked in another building).

- Some records are easily accessible to authorized staff.

- Records are easily accessible to authorized staff (e.g., emergency cards, accident reports, and parent/teacher conference notes are kept in the classroom; teacher and parent coordinator have copies of family goals).

IV. CURRICULUM PLANNING AND ASSESSMENT

IV-D. Staff record and discuss anecdotal notes as the basis for planning for individual children.

Circle one indicator level for this item based on the scoring rules on page 4.

1 2 3 4 5

Check here if not observed or reported.

Standard Questions

1. Do you keep anecdotal notes on children's behavior? (if yes):
 - a. How do you record the notes?
 - b. What information do you include in the notes?
 - c. Do you use the notes to plan for children? (if yes) How?
 - d. Do you share the notes with parents? (if yes) How?

Level 1 Indicators

Staff do not record anecdotal notes about children.

Level 3 Indicators

Staff sometimes record anecdotal notes about children.

Level 5 Indicators

Staff record and discuss anecdotal notes about children daily.

Supporting Evidence/Anecdotes

Notes are subjective; they reflect personal judgments rather than record what children are doing and saying.

Notes are sometimes objective.

Notes are objective and reflect what children are doing and saying throughout the day.

Notes focus on children's negative behaviors and deficits (what children do incorrectly, or cannot do).

Notes sometimes focus on children's strengths.

Notes focus on children's strengths (what children are doing).

Staff do not use anecdotal notes to plan for individual children.

Staff sometimes use anecdotal notes to plan for individual children.

Staff use anecdotal notes to plan for individual children.

Staff do not share anecdotal information with parents.

Staff sometimes share anecdotal information with parents.

Staff share anecdotal information with parents.

IV. CURRICULUM PLANNING AND ASSESSMENT

IV-E. Staff regularly use a child observation measure of proven reliability and validity to assess children's developmental progress.

Circle one indicator level for this item based on the scoring rules on page 4.

1 2 3 4 5

Check here if not observed or reported.

Standard Questions

1. Do you use a child observation measure? (If yes):
- What is the name of the measure?
 - How often do you complete the measure?

Level 1 Indicators

Staff do not use a child observation measure.

Level 3 Indicators

Staff use a child observation measure that is of unknown reliability and validity.

Level 5 Indicators

Staff use a child observation measure that is of proven reliability and validity (e.g. the High/Scope Child Observation Record, Work Sampling).

Supporting Evidence/Anecdotes

Staff do not use a child observation measure to assess children's developmental progress.

Staff use a child observation measure once a year to assess children's developmental progress.

Staff use a child observation measure twice a year or more often to assess children's developmental progress.

PRESCHOOL PROGRAM QUALITY ASSESSMENT (PQA): SUMMARY SHEET

FORM A: CLASSROOM ITEMS (SECTIONS I-IV)

Teacher's Name: _____

Rater's Name: _____

Program Name _____

Date of Assessment: _____

Enter the numerical rating (1, 2, 3, 4, or 5) for each item. Refer to the Scoring Instructions on page 4. If an item was not rated, enter "NR."

I. LEARNING ENVIRONMENT

- ___ A. Safe and healthy environment
- ___ B. Defined interest areas
- ___ C. Logically located interest areas
- ___ D. Outdoor space, equipment, materials
- ___ E. Organization and labeling of materials
- ___ F. Varied and open-ended materials
- ___ G. Plentiful materials
- ___ H. Diversity-related materials
- ___ I. Displays of child-initiated work

III. ADULT-CHILD INTERACTION

- ___ A. Meeting basic physical needs
- ___ B. Handling separation from home
- ___ C. Warm and caring atmosphere
- ___ D. Support for child communication
- ___ E. Support for non-English speakers
- ___ F. Adults as partners in play
- ___ G. Encouragement of child initiatives
- ___ H. Support for child learning at group times
- ___ I. Opportunities for child exploration
- ___ J. Acknowledgment of child efforts
- ___ K. Encouragement for peer interaction
- ___ L. Independent problem solving
- ___ M. Conflict resolution

NUMBER OF CLASSROOM ITEMS NOT RATED
(Number of items marked "NR")

NUMBER OF CLASSROOM ITEMS RATED
(39 minus the number not rated)

TOTAL CLASSROOM SCORE
(Sum of scores on rated items)

AVERAGE CLASSROOM SCORE
(Total score ÷ Number of items rated)

II. DAILY ROUTINE

- ___ A. Consistent daily routine
- ___ B. Parts of the day
- ___ C. Appropriate time for each part of day
- ___ D. Time for child planning
- ___ E. Time for child-initiated activities
- ___ F. Time for child recall
- ___ G. Small-group time
- ___ H. Large-group time
- ___ I. Choices during transition times
- ___ J. Cleanup time with reasonable choices
- ___ K. Snack or meal time
- ___ L. Outside time

IV. CURRICULUM PLANNING AND ASSESSMENT

- ___ A. Curriculum model
- ___ B. Team teaching
- ___ C. Comprehensive child records
- ___ D. Anecdotal note taking by staff
- ___ E. Use of child observation measure