

Texas Rising Star (TRS)
TRS Workgroup Meeting
February 13, 2014
1:00pm to 4:00pm

Welcome, Roll-Call and Overview of the Agenda (Attachment 1)

Subcommittee Reports on Draft Recommendations

- Parent Involvement and Education – Pat Smith (Attachment 2)
- Curriculum/Physical and Social Activities – Michelle Adams
 - Sub-Committee on Indoor/Outdoor Environment – Michelle Adams (Attachment 4)
- Caregiver-Child Interactions (Part 1) – Mary Clare Munger (Attachment 5)

Subcommittee 3a: Curriculum, Physical, Social Activities – INDOOR AND OUTDOOR LEARNING ENVIRONMENT

Indoor Learning Environment

ALL AGES

Age Group	Measure	Process/Structural	Score of 0	Score of 1	Score of 2	Score of 3	Score of N/A (null value)	Applicable to Licensed & Registered Homes
1.	Indoor environment includes developmentally appropriate tables, chairs, and sleeping equipment to accommodate the number of children served	Structural	Met/Not Met	n/a	n/a	n/a		Yes
2.	Indoor environment includes individual space for children's personal belongings	Structural	Met/Not Met Such as hooks for coats and bags, and readily accessible storage for children's work	n/a	n/a	n/a		Yes
3.	Indoor environment is arranged to facilitate a distinct division of active and quiet spaces;	Structural	Met/Not Met Clear pathways are available for children to move safely from one area to another without disturbing other children's ability to work and play; little intervention from the caregiver is required; there is sufficient space for multiple activities	n/a	n/a	n/a		Yes

Age Group	Measure	Process/Structural	Score of 0	Score of 1	Score of 2	Score of 3	Score of N/A (null value)	Applicable to Licensed & Registered Homes
			to occur at once					
4.	Nap/rest space is separate from active play space and	Structural	Met/Not Met Conducive for children to relax, rest or sleep as appropriate for the ages and abilities of children	n/a	n/a	n/a		Yes
5.	There is a variety of developmentally appropriate indoor equipment and materials that permit children to make choices	Structural	Not Met	1	2	3		Yes
6.	Equipment/materials are readily available and adapted to allow for participation by all children	Process	Not Met	1	2	3		Yes
7.	Equipment/materials portray people in a manner that is non-stereotypical and culturally sensitive	Process	Not Met	1	2	3		Yes
8.	Developmentally appropriate visual materials are displayed at children's eye level	Process	Not Met	1	2	3		Yes
9.	Equipment/materials reflect children's interest	Process	Not Met	1	2	Through interview, caregiver(s) can readily explain how		Yes

Age Group	Measure	Process/Structural	Score of 0	Score of 1	Score of 2	Score of 3	Score of N/A (null value)	Applicable to Licensed & Registered Homes
						they engage children in play		
10.	Equipment/materials are arranged to permit supervision appropriate to the age and abilities of the children in the group	Process	Not Met					Yes
11.	Equipment/materials are clean and in good repair and no parts are missing	Structural	Met/Not Met Caregiver(s) utilize checklists or maintenance reports. Assessor observes for compliance during visit.	n/a	n/a	n/a		Yes
0-17 Months								
12.	Indoor environment includes sufficient quantity of sleeping, diapering and feeding equipment to accommodate the number of children served	Structural	Met/Not Met Demonstrate through photos and floor plans. Assessor observes for compliance during visit.	n/a	n/a	n/a	n/a	Yes
13.	Indoor environment includes sufficient space to allow for different kinds of experiences such as tummy time, active play, quiet play,	Structural	Met/Not Met Assessor observes for compliance during visit.	n/a	n/a	n/a		Yes

Age Group	Measure	Process/Structural	Score of 0	Score of 1	Score of 2	Score of 3	Score of N/A (null value)	Applicable to Licensed & Registered Homes
	and messy play							
14.	Diapering areas include items that enhance cognitive and communication skills such as mobiles or colorful hanging objects	Structural	Met/Not Met Assessor observes for compliance during visit.	n/a	n/a	n/a	n/a	Yes
15. ?	Indoor environment includes space and equipment where caregivers and mothers can sit comfortably and hold infants while feeding or breast feeding	Structural	Met/Not Met	n/a	n/a	n/a		Yes
16.	Equipment/materials facilitate social interaction, music and movement, and experiencing the environment through all five senses	Process	Not Met	1	2	3		Yes
18 months - 2 years								
17.	Indoor environment is arranged to facilitate division of interest areas and allow children in the group to move easily from one area to another	Structural	Met/Not Met	n/a	n/a	n/a		Yes

Age Group	Measure	Process/Structural	Score of 0	Score of 1	Score of 2	Score of 3	Score of N/A (null value)	Applicable to Licensed & Registered Homes
18.	Equipment/materials appear inviting to children and are arranged in crates or low open shelves so children may easily select and return items	Process	Not Met	1	2	3		Yes
19.	Equipment/materials facilitate play in various interest areas including but not limited to literacy, dramatic play, art, blocks, music, sensory discovery/natural science, fine motor and gross motor.	Process	Not Met	At least three different kinds of interest areas with appropriate equipment/materials available which include active, quiet, and messy play areas.	Developmentally appropriate equipment/materials available to facilitate play for 5 interest areas arranged in the classroom.	More than 5 interest areas arranged in the classroom which provide for different kinds of learning experiences. Developmentally appropriate equipment/materials available at the areas.		Yes
20.	Equipment/materials encourage hands on manipulation of real objects	Process	Not met	Some age-appropriate real objects accessible, such as plastic bowls, plastic cups, hats, etc.	Variety of age-appropriate real objects accessible, such as dish towels, food boxes, scoops, scarves, etc.	Many age appropriate real objects accessible and evident in various interest areas in the classroom, such as measuring cups, mirrors, baskets, magnifying glasses teacher made books and musical instruments, etc.		Yes
3 years through 5 years								
21.	Indoor environment is arranged to facilitate division of interest areas and allow children in the group to move	Structural	Met/Not Met	n/a	n/a	n/a		Yes

Age Group	Measure	Process/Structural	Score of 0	Score of 1	Score of 2	Score of 3	Score of N/A (null value)	Applicable to Licensed & Registered Homes
	easily from one area to another							
22.	Indoor environment includes space where children can play protected from interference by other children, yet be supervised by the caregiver	Structural	Met/Not Met	n/a	n/a	n/a		Yes
23.	Equipment/materials appear inviting to children and are arranged in crates or low open shelves so children may easily select and return items	Process	Not Met	1	2	3		Yes
24.	Equipment/materials facilitate play in various interest areas including but not limited to literacy, dramatic play, art, blocks, music, sensory discovery/natural science, fine motor and gross motor.	Process	Not Met	At least three different kinds of interest areas with appropriate equipment/materials available which include active, quiet, and messy play areas.	Developmentally appropriate equipment/materials available to facilitate play for 4-5 interest areas arranged in the classroom.	More than 5 interest areas arranged in the classroom which provide for different kinds of learning experiences. Developmentally appropriate equipment/materials available at the areas.		Yes
6 years through 12 years								
25.	Indoor environment is arranged to include a quiet place with age appropriate tables, chairs and appropriate lighting to facilitate	Structural	Met/Not Met	n/a	n/a	n/a		Yes

Age Group	Measure	Process/Structural	Score of 0	Score of 1	Score of 2	Score of 3	Score of N/A (null value)	Applicable to Licensed & Registered Homes
	completion of homework							
26.	Indoor environment includes space where children can play protected from interference by other children, yet be supervised by the caregiver	Structural	Met/Not Met	n/a	n/a	n/a		Yes
27.	Equipment/materials appear inviting to children and are arranged in crates or low open shelves so children may easily select and return items	Process	Not Met	1	2	3		Yes
28.	Indoor environment is arranged to facilitate interest areas for play including but not limited to literacy/creative writing, dramatic play/theater, art, blocks/wood working, music/listening, sensory discovery/natural science, manipulative/table games/puzzles and gross motor.	Process	Not Met	At least three different kinds of interest areas with appropriate equipment/materials available which include active, quiet, and messy play areas.	Developmentally appropriate equipment/materials available to facilitate play for 4-5 interest areas arranged in the classroom.	More than 5 interest areas arranged in the classroom which provide for different kinds of learning experiences. Developmentally appropriate equipment/materials available at the areas.		Yes

Outdoor Learning Environment

ALL AGES

Age Group	Measure	Process/ Structural	Score of 0	Score of 1	Score of 2	Score of 3	Score of N/A (null value)	Applicable to Licensed & Registered Homes
29.	Outdoor environment is arranged to extend indoor classroom activities outdoors	Structural	Met/Not Met	n/a	n/a	n/a		Yes
30.	Outdoor environment includes partial shade	Structural	Met/Not Met Acceptable shade such as: shadows cast by the building, manufactured shade structures, trees, pergolas, umbrellas etc.	n/a	n/a	n/a		Yes
31.	Outdoor environment, including natural and manufactured equipment is arranged to permit supervision appropriate for all children in the group	Structural	Met/Not Met	n/a	n/a	n/a		Yes
32.	Outdoor environment, including natural and manufactured equipment [Need Definitions] is arranged to facilitate division of active and quiet spaces	Structural	Met/Not Met	n/a	n/a	n/a		Yes

Age Group	Measure	Process/ Structural	Score of 0	Score of 1	Score of 2	Score of 3	Score of N/A (null value)	Applicable to Licensed & Registered Homes
33.	<p>The outdoor environment provides children with the opportunity to care for living things and appreciate nature/beauty such as:</p> <ul style="list-style-type: none"> • A variety of trees • A variety of shrubs • vines • topographic variations (such as mounds, terraces, slopes) • a variety of ground surfaces (mulch, grass, pebbles) • smooth rocks/wood • logs • plants/garden • non-poisonous flowering plants • birdfeeders/birdhouses <p>other</p>	Process	0-2 natural elements	At least 3 natural elements	At least 5 natural elements	More than 5 natural elements		
34.	Outdoor environment includes a multipurpose area appropriate for social gatherings, tummy time, group games, dramatic play, music and movement, parachute play, etc.	Structural	Met/Not Met	n/a	n/a	n/a		Yes
35.	Outdoor environment supports movement from one place to another	Structural	Met/Not Met	n/a	n/a	n/a		Yes

Age Group	Measure	Process/ Structural	Score of 0	Score of 1	Score of 2	Score of 3	Score of N/A (null value)	Applicable to Licensed & Registered Homes
36.	Outdoor equipment/materials are clean and in good repair [Michelle – mirror wording as you state in number 19/20i indoor] and adequate storage are available.	Structural	Met/Not Met	n/a	n/a	n/a		Yes
37.	Outdoor natural and manufactured equipment/materials are developmentally appropriate and readily available and adapted to allow for participation for all children [Michelle – mirror wording as you state in number 6 indoor – also if this is ‘process’ we should mirror indoor and outdoor scoring patterns. Consider what was added in score 1 from POEMS]	Process	Met/ Not Met	Some outdoor equipment/materials are available for all children to use without undue competition or long delays.	A variety of outdoor equipment and materials are available for all children to use without undue competition or long delays. Outdoor/ equipment and materials are readily accessible and allow children to make choices	Many outdoor equipment and materials are available for all children to use without undue competition or long delays. Outdoor/ equipment and materials are readily accessible and allow children to make choices		Yes
0-17 months								
38.	Outdoor equipment/materials encourage infants to experience the environment through all five senses	Process	Not Met	Equipment includes strollers or buggy to facilitate exploring outdoors			n/a	Yes
39.	Outdoor equipment/materials encourage infants to experience a variety of gross motor skills while outside (i.e. balancing, climbing,	Process	Not Met	Equipment includes strollers or buggy to facilitate exploring outdoors	Design elements and equipment include grassy areas for blankets, balls, pillows,	Design elements and equipment include foam blocks for climbing, tunnels for crawling	n/a	Yes

Age Group	Measure	Process/ Structural	Score of 0	Score of 1	Score of 2	Score of 3	Score of N/A (null value)	Applicable to Licensed & Registered Homes
	crawling, walking, etc.)				blocks			
18 mos.- 2yrs	Team – We skipped children age 2-3! This section 19 months-2 years, the next is 3 years -5 years. But children 2-3 start running 9not far or fast but away) (See my note in the next measure please)							
40.	Outdoor natural and manufactured equipment support a variety of gross motor skills development such as climbing, moving, pushing/pulling, riding, walking, etc.	Structural	Met/Not Met	n/a	n/a	n/a	n/a	Yes
41.	Outdoor environment includes a variety of surfaces permitting different types of play	Structural	Met/Not Met Design elements and equipment includes a variety of surfaces permitting different types of play, climbers, tunnels, benches, water and sand play	n/a	n/a	n/a	n/a	Yes
42.	Outdoor environment motivates children to be physically active and engage	Process	Outdoor safety checklist or safety inspection on file	Outdoor play and learning setting includes	Facility has completed an outdoor	Based on assessment results, facility has an		

Age Group	Measure	Process/ Structural	Score of 0	Score of 1	Score of 2	Score of 3	Score of N/A (null value)	Applicable to Licensed & Registered Homes
	in active play		[Team – Baseline indicator – evaluate prior to visit?] (AAHPERD national playground safety standards).	pathways/trails, portable and anchored playground equipment and layouts that stimulate all forms of active play (POEMS).	assessment such as NAP, SAC, POEMS etc.	up to date written plan that they are executing for maintaining and improving their outdoor learning environment.		
3-5 years								
43.	Outdoor environment includes open areas for running and games	Structural	Met/Not Met	n/a	n/a	n/a	n/a	Yes
44.	Outdoor environment includes a variety of surfaces permitting different types of play	Structural	Met/Not Met	n/a	n/a	n/a	n/a	Yes
45.	Outdoor environment has space where children can play protected from interference by other children. [Team – Aren't these saying the same thing? Should we choose one, make one on a training guideline or keep them separate?]	Structural	Met/Not Met	n/a	n/a	n/a		Yes
46.	Outdoor environment motivates children to be	Process	Outdoor safety checklist or safety	Outdoor play and learning setting	Facility has completed an	Based on assessment results, facility has an		

Age Group	Measure	Process/ Structural	Score of 0	Score of 1	Score of 2	Score of 3	Score of N/A (null value)	Applicable to Licensed & Registered Homes
	physically active and engage in active play		inspection on file [Team – Baseline indicator – evaluate prior to visit?](AAHPERD national playground safety standards).	includes pathways/trails, portable and anchored playground equipment and layouts that stimulate all forms of active play (POEMS).	outdoor assessment such as NAP, SAC, POEMS etc.	up to date written plan that they are executing for maintaining and improving their outdoor learning environment.		
47.	Outdoor natural and manufactured equipment support physical development such as balancing, climbing, crawling, moving, pushing/pulling, riding, walking	Process	Not Met	Some stationary and portable equipment such as balls, swings, balance beams, climbing structures is available	A variety of stationary and portable equipment such as tumbling pads, tricycles or riding toys, marching music is available	Many and variety of stationary and portable equipment such as jump ropes, space to skip, hop, roll is available	n/a	Yes
6-12 years								
48.	Outdoor environment includes open areas for running and games	Structural	Met/Not Met	n/a	n/a	n/a	n/a	Yes
49.	Outdoor environment includes a variety of surfaces permitting different types of play	Structural	Met/Not Met	n/a	n/a	n/a	n/a	Yes
50.	Outdoor environment contains a variety of settings with natural or manufactured elements [Team – I added this (POEMS) if you like, what do you think	Structural	Met/Not Met	n/a	n/a	n/a	n/a	Yes

Age Group	Measure	Process/ Structural	Score of 0	Score of 1	Score of 2	Score of 3	Score of N/A (null value)	Applicable to Licensed & Registered Homes
	<p>structural or process? And, do you think this is similar to the next two?]for structured and free play such as:</p> <ul style="list-style-type: none"> • Arts/crafts area • Acoustic play area • Sitting bench • Woodwork bench • Anchored play equipment • Crawl-through space (tunnel) • Small stage or puppet stage • Raised deck • Playhouse • Balance beam or opportunity to balance • Sand play area • Grass maze • Safe stepping stones • Rolling/climbing mound • Water play area • Flower or vegetable garden • Animal habitat • Trees • Easily supervised cozy nook 							

Age Group	Measure	Process/ Structural	Score of 0	Score of 1	Score of 2	Score of 3	Score of N/A (null value)	Applicable to Licensed & Registered Homes
51.	Outdoor environment supports social emotional development including but not limited to areas that invite dramatic play, communication, and spaces for quiet and calm activities	Process	Not Met	Design elements include boulders, tree stumps, sand area and benches or other natural additions	Design elements include stages, platforms, wind chimes	Design elements include canopies, teepees, gazebos	n/a	Yes
52.	Outdoor environment motivates children to be physically active and engage in active play	Process	Outdoor safety checklist or safety inspection on file [Team – Baseline indicator – evaluate prior to visit?](AAHPERD national playground safety standards).	Outdoor play and learning setting includes pathways/trails, portable and anchored playground equipment and layouts that stimulate all forms of active play (POEMS).	Facility has completed an outdoor assessment such as NAP, SAC, POEMS etc.	Based on assessment results, facility has an up to date written plan that they are executing for maintaining and improving their outdoor learning environment.		
53.	Outdoor natural and manufactured equipment support physical development such as balancing, climbing, crawling, moving, pushing/pulling, riding, walking	Process	Not Met	Some stationary and portable equipment such as balls, swings, balance beams, climbing structures is available	A variety of stationary and portable equipment such as tumbling pads, tricycles or riding toys, marching music is available	Many and variety of stationary and portable equipment such as jump ropes, space to skip, hop, roll is available	n/a	Yes

Subcommittee 4: Parent Education and Involvement

4. Parent Education and Involvement
4A - EDUCATION

Age Group	Measure	Process / Structural	Score of 0 / Not Met	Score of 1 / Met: 2-Star	Score of 2 / Met: 3-Star	Score of 3 / Met: 4-Star	Score of N/A (null value)	Applicable to Licensed & Registered Homes
All Ages	1. Parents are provided with written policies and procedures.	Process	No written information is provided for parents about center policies and procedures beyond basic Child Care Licensing requirements.	In addition to Childcare Licensing requirements parents are given written information about the program which includes: 1.1.a- Program philosophy and goal 1.1.b- Drop off/pick up procedures 1.1.c- Parent conferences	Parents are given written information about the program which includes 1.2.a- Fee structure 1.2.b- Absences 1.2.c Clothing guidelines 1.2.d- Inclement weather policy	Parents are given written information about the program which includes: 1.3.a- Separation procedures 1.3.b- Late payments and refund information 1.3.c- Curriculum goals 1.3.d- Family participation 1.3.e-Procedure in place to allow parents to update contact information at all times without staff assistance.		Measures are the same for home-based and center-based care.
All Ages	2. The center has a written orientation that is conducted face to face with families.	Process	No orientation of the center is provided.	Parents are given an orientation of the center which includes Tour of the facility 2.1.a- Introduction to teaching staff 2.1.b- Parent visit with the classroom teacher 2.1.c- Overview of parent handbook 2.1.d- Policy for arrival & late arrival	Parents are given a written orientation of the center which includes: 2.2.a- Opportunity for an extended visit in the classroom by both parent and child for a period of time to allow both to be comfortable	Parents are given a written orientation of the center which includes 2.3.a- Interpreter available if needed 2.3.b- Expectations of the family 2.3.c- child development and developmental milestones informed of the		Measures are the same for home-based and center-based care.

Age Group	Measure	Process / Structural	Score of 0 / Not Met	Score of 1 / Met: 2-Star	Score of 2 / Met: 3-Star	Score of 3 / Met: 4-Star	Score of N/A (null value)	Applicable to Licensed & Registered Homes
					<p>2.2.b- An overview of family support resources and activities in the community</p> <p>2.2.c- statement reflecting the role and influence of parents, signed and kept in file</p> <p>2.2.d- A signed and dated copy of the orientation kept in the child's file</p>	<p>significance of consistent arrival time -before educational portion of school readiness program begins -impact of disrupting learning of other children -importance of consistent routines for children.</p> <p>2.3.e- Parents are informed of the significance of providing undivided attention versus engaging with technology/cell phones when dropping off and picking up their child(ren). This facilitates better communication between the parent(s) and teacher.</p> <p>2.3.f- A signed and dated copy of the orientation kept in the child's file and a copy is given to the family.</p>		

Age Group	Measure	Process / Structural	Score of 0 / Not Met	Score of 1 / Met: 2-Star	Score of 2 / Met: 3-Star	Score of 3 / Met: 4-Star	Score of N/A (null value)	Applicable to Licensed & Registered Homes
All Ages	3. The program has systems in place for communication between the facility and parents, which may include emailing or phone calls.	Structural						Measures are the same for home-based and center-based care.
All Ages	4. A designated area is maintained where daily schedules, menus and other important notices are available to parents	Structural						Measures are the same for home-based and center-based care.
All Ages	5. The center provides families with opportunities to better understand the child's growth and development.	Process	No opportunities are provided.	Posting of parent education opportunities within the community.	*Written communication such as articles, handouts, newsletters, etc. are given out to parents a minimum of four times a year. **Parents are referred to other professionals and local community resources when needed.	Resource area with parent education materials is available daily. *Parent Education opportunities are included a minimum of twice annually and could be offered during center programs, such as holiday programs, open house, etc. Dated event program and information provided kept on file.		Measures are the same for home-based and center-based care.

CRITERION: Parents are encouraged to participate, and staff communicates to parents information about their child's adjustment/development.

Note All information provided to parents must be research based.

*Information and resources are available in the Parent Education Resource Index.

**Resources: Early Childhood Intervention (ECI), local preschool programs for children with disabilities, pediatrician, and local agencies found through calling 211, therapy referral services.

Subcommittee 4: Parent Education and Involvement

4. Parent Education and Involvement
4B - INVOLVEMENT

Age Group	Measure	Process / Structural	Score of 0 / Not Met	Score of 1 / Met: 2-Star	Score of 2 / Met: 3-Star	Score of 3 / Met: 4-Star	Score of N/A (null value)	Applicable to Licensed & Registered Homes
All Ages	1. Parents have opportunities to influence the program.	Process	Parents do not have the opportunity to influence the program.	Director seeks out parent suggestions either verbally or written and can provide evidence.	The center has an on-going process to receive and review suggestions and recommendations from the parents e.g. suggestions box, parent meetings.	An annual written evaluation and/or survey is offered to the parents.		Measures are the same for home-based and center-based care.
All Ages	2. Director/Parent/Teacher Communication. The director and teachers should be able to provide evidence that they are working together with the parents about decisions regarding the child's successful experience.	Process	No information is given to parents regarding their child's development and progress.	Parent Teacher conferences are offered only upon request annually.	Children's development and learning goals are shared a minimum of two times a year.	A scheduled conference is offered to parents to exchange information a minimum of two times per year. Documentation of the conference is made, dated, and signed by the parent and teacher, and a copy is kept in the child's file. The perspective of the parent is invited and considered. System in place to share information with parents on an ongoing basis: written daily reports for children under 2 years, communication log, written weekly reports, journal, etc.		Measures are the same for home-based and center-based care.

Age Group	Measure	Process / Structural	Score of 0 / Not Met	Score of 1 / Met: 2-Star	Score of 2 / Met: 3-Star	Score of 3 / Met: 4-Star	Score of N/A (null value)	Applicable to Licensed & Registered Homes
All Ages	3. Parents are invited to participate in program related activities.	Process	No evidence that parents are invited to participate is available.	Parents are invited to one event (birthdays, holidays, family pot luck, or other special occasion, etc.).	Parents are invited to two events, special occasions or other program related activities.	Parents are invited to three or more events, special occasions, parent meetings, support group or other program related activities- which may include a parent survey and being asked to share culture-specific information and/or objects.		Measures are the same for home-based and center-based care.
All Ages	4. Center has a written process for addressing challenging behaviors of children. The Director and/ or teacher maintain ongoing communication with the parent regarding challenging behavior either verbally or written. ..Parents are referred to other professionals and local community resources when needed.	Structural						Measures are the same for home-based and center-based care.
<p>CRITERION: Parents are encouraged to participate, and staff communicates to parents information about their child's adjustment/development.</p> <p>Each facility has the local decision to require parent involvement as a benefit of their child enrolled within the program. This should be seen as a benefit as opposed to a requirement.</p> <p>..Resources: Early Childhood Intervention (ECI), local preschool programs for children with disabilities, pediatrician, and local agencies found through calling 211, therapy referral services.</p>								

Subcommittee 2: Child-Caregiver Interactions

Warm and Responsive Style

Age Group	Measure	Process/ Structural	Score of 0 Little to no evidence	Score of 1	Score of 2	Score of 3 A great deal of evidence	Score of N/A (null value)	Applicable to Licensed & Registered Homes
All Age Groups	Provides physical and emotional security (creates a warm, safe, and nurturing environment.) Key behaviors: Refrains from using negative/harsh language, behaviors, and discipline; does not make critical or demeaning comments	Process-quality	Low quality- Score 0 if caregiver exhibits 1 or more harsh negative behaviors	Moderately Low Quality- Behavior can be typically characterized as neutral with no evidence of harsh negative behaviors; some moderately negative behaviors may be present; positive behaviors are infrequent	Moderately High Quality- Caregiver uses a mix of neutral to positive behaviors with no negative behaviors	High Quality- Behavior is characterized as positive with no negative behaviors		
	Uses frequent positive non-verbal behaviors to increase feelings of acceptance Key behaviors: smiles, sits at child's level, allows child to sit near or with teacher, reassuring touch	Process Frequency	LQ- Score 0 if harsh negative non-verbal behavior is observed (physical threat, rough touch/repositioning, gestures)	MLQ- Caregiver does not use negative non-verbal behaviors, never or infrequently displays positive non-verbal behavior	MHQ- Caregiver sometimes uses positive non-verbal behaviors but multiple missed opportunities are noted	HQ- Caregiver frequently uses positive non-verbal behaviors to increase acceptance or calm children		
	Has a patient, relaxed style that helps maintain calmness in the classroom Key behaviors: Uses a positive tone of voice, does not seem rushed, reacts calmly when conflicts arise or children need support	Process Quality	LQ- Caregiver behavior is characterized as rushed, overwhelmed, or impatient which may be contributing to anxiety or stress in the classroom	MLQ- Caregiver behavior is mixed with periods some periods of rushed, overwhelmed, impatient behavior, children may not appear affected by this caregiver style	MHQ- Caregiver typically maintains calm demeanor, during periods of stress or conflict shows signs of stress or anxiety	HQ- Caregiver style is relaxed and calm, responds to children's signs of stress or rising tension among children in a calm manner		
	Notices and attends to children's needs and signals (i.e., very few missed signals) Key behaviors: Recognizes signs of stress in individual children listens to children's attempts at communication/expression; notices subtle signals from more shy or	Process frequency	LQ- Caregiver frequently ignores or is unaware of the signals and needs of children	MLQ- Caregiver sometimes misses children's signals and needs though some instances of awareness and response are noted	MHQ- Caregiver generally attends to children's needs and signals though some missed signals are noted	HQ- Caregiver can be characterized as keenly aware of children's signals and needs; highly tuned-in to children		

Age Group	Measure	Process/ Structural	Score of 0 Little to no evidence	Score of 1	Score of 2	Score of 3 A great deal of evidence	Score of N/A (null value)	Applicable to Licensed & Registered Homes
	withdrawn children; responds to children's comments, questions, vocalizations							
	<p>Responds promptly and sensitively to children's cognitive and affective signals (acknowledges and expands on children's attempts at communication, play, and expression of needs.)</p> <p>Key behaviors: Comforts child, celebrates accomplishments, values needs, shows acceptance of feelings, etc.; responds with language that is positive in content and tone</p>	Process Quality	LQ- Responds negatively to children's cognitive or affective signals, one or more instances of negative language or non-verbal behavior in response to a child(ren), responses typically characterized as cold or flat	MLQ- Responses are generally neutral with no harsh negative behaviors, rare instances of sensitive responses may be noted	MHQ- Response style is typically warm and positive with no evidence of negative responses, and few missed opportunities	HQ- Response style is highly supportive with children typically receiving warm and sensitive responses to affective and cognitive signals		
	<p>Shows flexibility and an ability to adjust one's own behavior to meet the needs, interests, and abilities of individual/groups of children</p> <p>Key behaviors: Caregiver does not show preference/acceptance of some children and rejection/lack of acceptance of others; treats all children with fairness and respect; Seems to know which children respond well to humor, soft voices, etc, adjusts response style to match each child's personality and temperament</p>	Process	LQ- Shows little tolerance for individual differences, caregiver exhibits one or more behaviors that show strong rejection of a particular child(ren) or an inability to adjust to child(ren) needs	MLQ- Generally shows tolerance for individual children though one or more mild instances of rejection/failure to adjust were noted	MHQ- Caregiver consistently demonstrated fairness, acceptance, and ability to adjust though some opportunities for improvement were noted	HQ- Caregiver responds well to individual differences and needs among children; no instances of rejection or unfairness are noted		

Language Facilitation and Support

Age Group	Measure	Process/ Structural	Score of 0 Little to no evidence	Score of 1	Score of 2	Score of 3 A great deal of evidence	Score of N/A (null value)	Applicable to Licensed & Registered Homes
	<p>Listens to children attentively and responds appropriately to their language, vocalizations, and non-verbal attempts at communication.</p> <p>Key behaviors: Notices and responds to individual children’s gestures, vocalizations, comments, questions; listens patiently while children work to express themselves, offering support if needed</p>	Process	<p>LQ- Caregiver frequently ignores or is unaware of children’s attempts at verbal and non-verbal communication, caregiver exhibits one or more instances of harsh negative behavior in response to attempts at communication</p>	<p>MLQ- Caregiver sometimes misses children’s attempts at communication, some missed opportunities or instances of neutral to positive response to language initiation are noted</p>	<p>MHQ- Caregiver generally responds positively to children’s attempts at communication, very few missed opportunities to respond to children’s attempts at communication have been noted</p>	<p>HQ- Caregiver behavior can be characterized as highly responsive to children’s attempts at communication</p>		
	<p>Uses praise and encouragement to provide reinforcement or acknowledge positive behavior/accomplishments</p> <p>Key behaviors: Good job, I like what you have made, You can do it; Praises and encourages children’s attempts at communication; Provides frequent descriptive praise to reinforce positive behavior, efforts, interests, and accomplishments (“I like the way you put away the toys!”)</p>	Process	<p>LQ- Absence of positive language to provide positive reinforcement or encouragement</p>	<p>MLQ- Few instances of positive language to provide positive reinforcement or encouragement, praise/encouragement, delivery may seem flat or disinterested</p>	<p>MHQ- Several instances of language to provide positive reinforcement and encouragement, praise/encouragement is generally characterized as warm and supportive</p>	<p>HQ- Caregiver provides frequent praise and encouragement that can be characterized as warm and supportive, when working with older children provides more descriptive praise and encouragement</p>		
	<p>Uses language to add meaning/expand on child(ren)s interests or agenda</p> <p>Key behaviors: Comments or asks questions using positive verbal content and tone of voice in connection with something the child is interested/engaged in or in response to something a child has said/vocalized, talk/explanation about the caregivers</p>	Process	<p>LQ- Caregiver does use language to expand or build on a child(ren)’s interest or agenda, when language is used to expand/build it is of very poor quality</p>	<p>MLQ- Few neutral to positive instances of caregiver using language to build/expand on child(ren)’s interest or agenda have been noted</p>	<p>MHQ- Several positive instances of caregiver using language to build/expand on child(ren)’s interest or agenda have been noted</p>	<p>HQ- Caregiver frequently uses positive language to build/expand on child(ren)’s interest or agenda,</p>		

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	own interest/agenda is not considered in this item							
	<p>Communicates with children throughout the day (in whole group activities, small groups, mealtimes, outdoor play.)</p> <p>Key behaviors: Teacher/caregiver provides frequent language stimulation; Routinely talks to children and imitates sounds infants and toddlers make throughout the day</p>	Process	LQ- Caregiver rarely provides language stimulation, communication may be limited to providing required directions or discipline	MLQ- Caregiver uses language to provide directions or behavioral support/guidance as needed, several additional instances of language support noted across the observation period	MHQ- Caregiver provides frequent language stimulation across a variety of activities/contexts, some instances of low verbal engagement/withdrawal were noted	HQ- Caregiver provides frequent language stimulation throughout the day, very few instances of low verbal engagement were noted		
	<p>Uses specific labels and descriptors throughout the day (“This is your bottle “versus “give it to me.”)</p> <p>Key behaviors: Uses rich language when responding/interacting with children; talks to infants throughout care routines using specific language; narrating or thinking aloud about actions</p>	Process	LQ- Caregiver rarely uses specific labels and descriptors	MLQ- Caregiver sometimes uses specific labels and descriptors but variety/breadth is limited, use of specific labels may be confined to a limited period(s) during the observation	MHQ- Caregiver uses a variety of labels and descriptors, use of specific labels and descriptors is not limited to one or two activities/contexts during the observation period	HQ- Caregiver uses a wide variety of labels and descriptors throughout the observation period		
	<p>Provides children with frequent opportunities to talk with caregivers throughout the day (small group, whole group, outdoor play, mealtimes.)</p> <p>Key behaviors: Teacher/caregiver actively encourages children to communicate (i.e., teacher should not be doing all of the talking/vocalizing); uses a variety of questions</p>	Process	LQ- Rarely encourages children to communicate with the caregiver	MLQ- Some attempts at eliciting language were observed but attempts were confined to a limited period during the observation, caregiver may only encourage brief or limited language use	MHQ- Caregiver encourages language across a variety of settings/activities, some instances of encouraging children to use expanded language were observed	HQ- Caregiver encourages children to use language through the observation period, many instances of encouraging children to use expanded language were observed		

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	(open/closed) to encourage critical or creative thought							
	Allows children time to respond to questions before providing the answer or asking another question. Key behaviors: Gives children time to think and respond before moving on; speaks and interacts at a pace comfortable for individual children	Process	LQ- Rarely provides children adequate time to respond to questions before providing the answer or asking another question	MLQ- Rushed/too brief wait time was sometimes observed, some instances of providing children time to respond to questions before providing the answer or asking another question were observed	MHQ- Typically provides children time to respond to questions before providing the answer or asking another question, very few instances of rushed/too brief wait time observed	HQ- Almost always provides children time to respond to questions before providing the answer or asking another question		
	Engages children in conversations (3-5 turns) about a variety of topics (their likes, dislikes, family, books, lessons.); or provides commentary and encourages back and forth vocalization/gestures with infants and toddlers Key behaviors: Initiates conversations about a child's own interests and uses open-ended questions (if age-appropriate) to elicit more elaborate responses; encourages infants to coo or babble back and forth with teacher	Process	LQ- Caregiver rarely or never engages individual children in conversation	MLQ- Only a few instances of the caregiver engaging in conversation with individual children were noted	MHQ- Several instances of conversation between the caregiver and an individual child were noted	HQ- Caregiver frequently engages in conversations with individual children		
	Expands on children's understanding or initiation by elaborating on what children say or draw attention to Key behaviors: Teacher's language is contingently responsive. child says; "I went to the zoo." Depending on level of child, teacher adds, "Did you see an elephant or a lion?" or "Can you	Process	LQ- Rarely or never follows up children's initiations with more specific information or background knowledge	MLQ- A few instances of following up children's initiations with more specific information or background knowledge were noted; some missed opportunities were observed	MHQ- Several instances of following up children's initiations with more specific information or background knowledge were noted; a few missed opportunities may have been observed	HQ- Caregiver typically follows up children's initiations with more specific information or background knowledge		

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	tell me about some of the animals you saw?"; provides infant or toddler with a label or description of something they have pointed to or attempted to talk about							
	<p>Extends children's language and/or models for children how to express complete ideas or sentences (child gestures and says "ball" and adult says "you see the red ball.")</p> <p>Key behaviors: Recasting or restating what a child has said/indicating in a less fragmented/incomplete manner than the child expressed</p>	Process	LQ- Rarely or never extends children's language or models communicating complete ideas/sentences	MLQ- A few instances of extending children's language or modeling communicating complete ideas/sentences were noted	MHQ- Several instances of extending children's language or modeling communicating complete ideas/sentences were noted	HQ- Caregiver frequently extends children's language or models communicating complete ideas/sentences		

Play-based Interactions and Guidance

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	<p>Supports a playful attitude on an ongoing basis by creating opportunities for children to make-believe, make choices, and adjust activities to their own interests</p> <p>Key behaviors: Engages children in playful activities throughout the day; Intentionally engages children in songs, books, games, etc.</p>	Process						
	<p>Participates and expands on play initiated by children to reinforce language, ideas, and social development</p> <p>Key behaviors: Takes time to follow the agenda of individual children (e.g., joining child in the block center and building/talking about building; following an infant’s gaze toward a toy and demonstrating how the toy works/talking about the toy while infant manipulates the object</p>	Process						
	<p>Provides guidance when children are working to complete a task/play rather than using overly directive strategies</p> <p>Key behaviors: Accepts a child’s way of doing things versus requiring a child to do things the caregiver’s way; Models problem-solving skills during</p>	Process						

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	play; Uses guidance strategies that help children solve their own problems rather than relying on overly directive approaches (offers choices, encourages communication and problem-solving skills, models appropriate actions.)							
	<p>Verbalizes appropriate expectations and limits for children, and models appropriate behavior for children.</p> <p>Key behaviors: Uses positive language to help children understand rules for interacting or behaving, consistently reinforces</p>	Process						

Support for Children's Regulation

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	<p>Models and encourages emotional expression (encourages children to express feelings, labels feelings, thinks aloud to model their own feelings and reactions, makes connections between actions and emotional reactions.)</p> <p>Key behaviors: Uses specific and intentional strategies and activities to model and support emotional development (reads and discusses books about feelings, uses puppets and role play to increase understanding.)</p>	Process						
	<p>Providing children with short explanations that help them understand why they feeling a certain way</p> <p>Key behaviors: Teacher says, " are you angry because he took your toy away?"; I know you are excited about this toy, but you need to let Mary have a turn too."</p>	Process						
	<p>Explains logical consequences for behaviors rather providing arbitrary consequences</p> <p>Key behaviors: Verbalizes for children logical consequences for behaviors</p>	Process						

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	<p>Encourages self-regulation by consistently implementing program rules and routines (signals transitions, referring to the sequence and structure of the day, balancing structured and unstructured playing and learning opportunities.)</p> <p>Key behaviors:</p>	Process						
	<p>Demonstrates flexibility and tolerance for minor mishaps and misbehaviors</p> <p>Key behaviors: Wipes up messes without making a child feel bad; calmly ask a child to pick up a toy the child has thrown rather than criticizing; with very young children teacher use distraction to help child avoid a meltdown when frustrated or cannot get their way</p>							
	<p>Recognizes rising tensions and helps children understand the logical consequences of their actions before problem behaviors occur</p> <p>Key behaviors:</p>	Process						
	<p>Assists children when needed in their communications and interactions with peers (guides them as they resolve conflicts, speak respectfully to each other, initiate and expand on each other's play ideas.)</p>	Process						

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	Key behaviors:							