

***All Ages***

***(Birth to 12 years)***

CLASSROOM ASSESSMENT RECORD FORM

PROVIDER: TRS ASSESSOR: DATE:

CC LICENSING #: TEACHER NAME(S):

Age Group of Children: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Number of Children in Class \_\_\_\_\_\_\_\_\_\_\_

Document Version 01.01.20

CATEGORY 2

**TEACHER-CHILD INTERACTIONS**

Group Size and Staff Ratios

Warm and Responsive Style Language Facilitation and Support

Play-based Interactions and Guidance

Support for Children’s Regulation

Instructional Formats and Approaches to Learning

**P-GSSR-01 Staff: Child Ratios**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **AGE GROUP** | **SCORE 0** | **SCORE 1** | **SCORE 2** | **SCORE 3** |
| 0–11 months | 10:2 | n/a | 9:2 | 4:1 |
| 12–17 months | 7:1 |  n/a | 6:1 | 4:1 |
| 18–23 months | 9:1 | 8:1 | 6:1 | 5:1 |
| 2 years | 11:1 | 10:1 | 7:1 | 6:1 |
| 3 years | 15:1 | 12:1 | 9:1 | 8:1 |
| 4 years | 18:1 | 16:1 | 13:1 | 9:1 |
| 5 years | 18:1 | 16:1 | 11:1 | 10:1 |
| 6–8 years | 18:1 | 17:1 | 16:1 | 11:1 |
| 9–13 years | 18:1 | 17:1 | 16:1 | 11:1 |

**P-GSSR-02 Group Sizes**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **AGE GROUP** | **SCORE 0** | **SCORE 1** | **SCORE 2** | **SCORE 3** |
| 0–11 months | 10 | n/a | 9 | 8 |
| 12–17 months | 13 | n/a | 12 | 8 |
| 18–23 months | 18 | 16 | 12 | 10 |
| 2 years | 22 | 20 | 14 | 12 |
| 3 years | 30 | 24 | 18 | 16 |
| 4 years | 35 | 32 | 26 | 18 |
| 5 years | 35 | 32 | 22 | 20 |
| 6–8 years | 35 | 34 | 32 | 22 |
| 9–13 years | 35 | 34 | 32 | 22 |

Scoring notes:

* For the 0-11 months and 12-17 months age groups, score of 1 is excluded as an allowable score. These age groups can only score 0, 2, or 3.
* A score of 0 is given if the classroom maximum group size, ratios and minimum teachers are below the score of 1.
* For ratios that fall between the scores provided in the grid, the lower score would apply the classroom.
* The above measure, group sizes, and ratios apply to center and school-based care only. The above do not apply to Licensed and Registered Childcare Homes

**For reference, the center-based licensing standards for group size and ratios are provided below:**

**§746.1601 How many children may one caregiver supervise?**

The classroom ratio is the number of children one caregiver may supervise and is shown in the following chart.

The classroom ratio is based on the specified age of the children in the group, unless otherwise stated in this subchapter:

|  |  |
| --- | --- |
| **If the specified age of the children in the group is…**  | **Then the maximum number of children one caregiver may supervise is…**  |
| 0 – 11 months  | 4  |
| 12 – 17 months  | 5  |
| 18 – 23 months  | 9  |
| 2 years  | 11  |
| 3 years  | 15  |
| 4 years  | 18  |
| 5 years  | 22  |
| 6-8 years  | 26  |
| 9-13 years  | 26  |

**§746.1609 What is the maximum group size?**

The maximum group size and the number of children two or more caregivers may supervise when 13 or more children are in care is specified in the following chart and is based on the specified age of the children in the group:

|  |  |
| --- | --- |
| **If the specified age of the children in the group is…**  | **Then the maximum group size and number of children two or more caregivers may supervise is…**  |
| 0 – 11 months  | 10  |
| 12 – 17 months  | 13  |
| 18 – 23 months  | 18  |
| 2 years  | 22  |
| 3 years  | 30  |
| 4 years  | 35  |
| 5 years  | 35  |
| 6-8 years  | 35  |
| 9 – 13 years  | 35  |

| AGE |  | MEASURE | SCORE 0 | SCORE 1 | SCORE 2 | SCORE 3 |
| --- | --- | --- | --- | --- | --- | --- |
| All Ages | **P-WRS-01** | Creates a warm, safe, and nurturing environment. | Score 0 if teacher exhibits 1 or more negative behaviors | Score 1 if behavior can be typically characterized as neutral without negative behaviors; 0 negative behaviors; positive behaviors are infrequent | Score 2 if teacher uses a mix of neutral to positive behaviors without negative behaviors. | Score 3 if behavior is characterized as positive without negative behaviors |
| All Ages | **P-WRS-02** | Uses frequent **positive nonverbal behaviors** to increase feelings of acceptance | Score of 0 if teacher rarely uses positive non-verbal behavior; Negative non-verbal behavior is observed | Score 1 if teacher does not use negative non-verbal behaviors; Teacher uses a few positive non-verbal behavior behaviors | Score 2 if teacher uses several positive non-verbal behaviors, but multiple missed opportunities are observed | Score 3 if teacher frequently uses positive non-verbal behaviors |
| All Ages | **P-WRS-03** | Has a **patient, relaxed style** that helps maintain calmness in the classroom | Score 0 if teacher behavior is characterizedas rushed, overwhelmed, or impatient, which may be contributing toanxiety or stress in the classroom | Score 1 if teacher behavior is mixed with periods of rushed, overwhelmed, impatient behavior, children may not appear affected by this teacher style | Score 2 if teacher typically maintains calm demeanor, during periods of stress or conflict shows signs of stress or anxiety | Score 3 if teacher style is relaxed and calm, responds to children’s signs of stress or rising tension among children in a calm manner |

| AGE |  | MEASURE | SCORE 0 | SCORE 1 | SCORE 2 | SCORE 3 |
| --- | --- | --- | --- | --- | --- | --- |
| All Ages | **P-WRS-04** | Notices and **attends to children’s needs and signals** (i.e., very few missed signals) | Score 0 if teacher is rarely aware of the signals and needs of the children; 0-1 instances of awareness and response are observed | Score 1 if teacher is observed being aware of few children’s signals and needs; 2-3 instances of awareness and response are observed | Score 2 if teacher is observed being aware of several children’s signals and needs; 4-5 instances of awareness and response are observed | Score 3 if teacher is frequently aware of signals and needs; 6 or more instances of awareness and response are observed |
| All Ages | **P-WRS-05** | **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.) | Score 0 if teacher 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 | Score 1 if teacher responses are generally neutral with no negative behaviors, rare instances of sensitive responses may be noted | Score 2 if teacher response style is typically warm and positive with no evidence of negative responses | Score 3 if teacherresponse style is highly supportive with children typically receiving warm and sensitive responses to affective and cognitive signals |
| All Ages | **P-WRS-06** | Ability to adjust one’s own behavior to meet the needs, interests, and abilities of individual/groups of children | Score 0 if teacher shows little tolerance for individual differences, teacher exhibits one or morebehaviors that show strong rejection of a particular child(ren) or an inability to adjust to child(ren) needs | Score 1 if teacher generally shows tolerance for individual children though one or more mild instances of rejection/failure to adjust were noted | Score 2 if teacher consistently demonstrated fairness, acceptance, and ability to adjust though a few opportunities for improvement were noted | Score 3 if teacherresponds well to individual differences and needs among children; no instances of rejection or unfairness are noted |

| AGE |  | MEASURE | SCORE 0 | SCORE 1 | SCORE 2 | SCORE 3 |
| --- | --- | --- | --- | --- | --- | --- |
| All Ages | **P-LFS-01** | **Listens** to children**attentively**and responds appropriately to their language, vocalizations, andnonverbal attempts at communication. | Score 0 if teacher is observed rarely responding to children’s attempts at verbal and non- verbal communication, 0-1 instances listening and responding observed | Score 1 if teacher is observed on few occasions responding positively to children’s attempts at communication; 2-3 instances of listening and responding observed | Score 2 if teacher is observed on several occasions responding positively to children’s attempts at communication; 4-5 instances of listening and responding observed | Score 3 if teacher frequently responds to children’s attempts at communication; 6 or more instances of listening and responding observed |
| All Ages | **P-LFS-02** | Uses **positive verbal responses** and encouragement to provide reinforcement or acknowledge positive behavior/ accomplishments | Score 0 if teacher is rarely observed using positive language to provide positive reinforcement or encouragement, 0-1 instances observed | Score 1 if teacher is observed on few occasions using positive language to provide positive reinforcement or encouragement, 2-3 instances observed | Score 2 if teacher is observed on several occasions using positive language to provide positive reinforcement or encouragement, 4-5 instances observed | Score 3 if teacher frequently provides positive verbal responses and encouragement, 6 or more instances observed |
| All Ages | **P-LFS-03** | **Uses language to add meaning/**expand on child(ren)’s interests or agenda | Score 0 if teacher rarely uses language to build on child(ren)’s interest or agenda, 0-1 instances observed | Score 1 if Teacher is observed on few occasions using language to build on child(ren)’s interest or agenda, 2-3 instances observed | Score 2 if Teacher is observed on several occasions using language to build on child(ren)’s interest or agenda, 4-5 instances observed | Score 3 if teacher frequently uses positive language to build/expand on child(ren)’s interest or agenda; 6 or more instances observed |

| AGE |  | MEASURE | SCORE 0 | SCORE 1 | SCORE 2 | SCORE 3 |
| --- | --- | --- | --- | --- | --- | --- |
| All Ages | **P-LFS-04** | **Communicates** with children **throughout the day** (in whole group activities, small groups, mealtimes, outdoor play.) | Score 0 if teacher s rarely observed providing language stimulation; frequent instances of low verbal engagement/withdrawal observed | Score 1 if teacher is observed a few times offering language stimulation; several instances of low verbal engagement/ withdrawal observed | Score 2 if teacher is observed several times offering language stimulation; few instances of low verbal engagement/ withdrawal were noted | Score 3 if teacher is frequently observed offering language stimulation; rare instances of low verbal engagement/ withdrawal |
| All Ages | **P-LFS-05** | **Uses descriptive language** (specific labels such as “It’s time to drink your bottle” versus “Here, take this”, or “Hand me the blue marker in that cup” versus “Give me that” [points to marker] | Score 0 ifteacher **rarely**uses specific labelsand descriptors | Score 1 teacheruses a **few** specificlabels anddescriptors butvariety/breadth islimited | Score 2 if teacher uses **several** varieties of labels and descriptors; use of specific labels and descriptors is not limited to one or two contexts during the observation period | Score 3 if teacher **frequently** uses a wide variety of labels and descriptors throughout the observation period |
| All Ages | **P-LFS-06** | **Provides** children with **frequent opportunities to talk** with teachers (small group, whole group, outdoor play, mealtimes) | Score 0 if teacher rarely encourages children to communicate; 0-1 instances observed | Score 1 if teacher encourages children to communicate; 2-3 instances observed | Score 2 if teacher encourages children to communicate several times; 4-5 instances observed | Score 3 if teacher frequently encourages children to use language throughout the observation period; 6 or more instances observed |

| AGE |  | MEASURE | SCORE 0 | SCORE 1 | SCORE 2 | SCORE 3 |
| --- | --- | --- | --- | --- | --- | --- |
| All Ages | **P-LFS-07** | **Allows children time to respond** to questions before providing the answer or asking another question. | Score 0 if teacher rarely provides children adequate time to respond to questions before providing the answer or asking another question | Score 1 if rushed/too brief wait time was sometimes observed, a few instances of providing children time to respond to questions before providing the answer or asking another question were observed | Score 2 if teacher typically provides children time to respond to questions before providing the answer or asking another question several times; very few instances of rushed/too brief wait time observed | Score 3 if teacher frequently provides children time to respond to questions before providing the answer or asking another question |
| All Ages | **P-LFS-08** | **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 | Score 0 if teacher rarely or never engages individual children in conversation; 0-1 instances observed | Score 1 if a few instances of teacher engaging in conversation with individual children; 2-3 instances observed | Score 2 ifseveral instances of teacher engaging in conversation with individual children; 4-5 instances observed | Score 3 if teacher frequently engages in conversation with individual children; 6 or more instances observed |

| AGE |  | MEASURE | SCORE 0 | SCORE 1 | SCORE 2 | SCORE 3 |
| --- | --- | --- | --- | --- | --- | --- |
| All Ages | **P-LFS-09** | **Expands on** children’s**understanding**or initiation by elaborating on what children say or draw attention to | Score 0 if teacher rarely or never follows up children’sinitiations with more specific information or background knowledge | Score 1 if a few instances of following upchildren’s initiations with more specific information or background knowledge were noted; some missed opportunities were observed | Score 2 if several instances of following up children’s initiations with more specific information or background knowledge werenoted; a few missed opportunitiesmay have been observed | Score 3 if teacher frequently follows up children’s initiations with more specific information or background knowledge |
| All Ages | **P-LFS-10** | **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.”) | Score 0 if teachersrarely or never extends children’s language or models communicating complete ideas/ sentences | Score 1 if a few instances of extendingchildren’s language or modeling communicating complete ideas/ sentences were noted | Score 2 if several instances of extendingchildren’s language or modeling communicating complete ideas/ sentences were noted | Score 3 if teacher frequently extends children’s language or models communicating complete ideas/ sentences |

| AGE |  | MEASURE | SCORE 0 | SCORE 1 | SCORE 2 | SCORE 3 |
| --- | --- | --- | --- | --- | --- | --- |
| All Ages | **P-PBIG-01** | **Supports a playful attitude** on an ongoing basis by creating opportunitiesfor children to **make believe**, make choices, and adjust activities to their own interests | Score 0 if teacher does not engage children in activities involving songs, books, pretend play, or games; 1 or more instances of teacher feedback that demeans children’s attempts at these types of play | Score 1 if teacher engages children in at least 1 song, book, pretend play, or game; these opportunities are teacher-directed | Score 2 if teacher engages children in at least 2 songs, books, pretend play, or games; these opportunities are typically child-directed | Score 3 if teacher engages children in at least 3 songs, books, pretend play, or games; these opportunities are typically child-directed |
| All Ages | **P-PBIG-02** | **Participates and expands on play** initiated by children to reinforce language, ideas, and social development | Score 0 if teacher does not build on play initiated by the child(ren); teacher frequently redirects child(ren) rather than building on their agenda/ interest | Score 1 if teacher participates in at least 1 play initiated by children though language support or expansion is minimal; Teacher may redirect child(ren) a few times rather than building on their interest | Score 2 if teacher participates in at least 2 plays initiated by children and some instances of good language support and expansion were noted; Teacher rarely redirects child(ren) rather than building on their interest | Score 3 if teacher participates in at least 3 plays initiated by children; frequent good language support and expansion; Teacher rarely redirects child(ren) rather than building on their interest |
| All Ages | **P-PBIG-03** | **Provides guidance** when children are working to progressively build skills and knowledge rather than using overly directive strategies, to move the child from current developmental levels to the targeted developmental benchmarks | Score 0 if teacher is frequently overly directive; teacher does not model, demonstrate, or discuss possible solutions/ approaches | Score 1 teacher is overly directive in several instances; teacher provides few instances of guidance that helps children complete a task in a manner that encourages problem solving/ flexibility are observed | Score 2 teacher is overly directive in a few instances; Teacher provides several instances of guidance while children are working to complete a task/play | Score 3 if teacher is rarely overly directive; Teacher frequently provides guidance while children are working to complete a task/ play rather than using overly directive strategies |
| All Ages | **P-PBIG-04 (P-ILE-06)** | **Provides opportunities for and/or facilitates children to have social interactions with their peers** | Score 0 if no opportunities are observed | Score 1 if there is some evidence of opportunities for children to move freely so natural groupings and interactions occur. | Score 2 if there is moderate evidence of opportunities for children to move freely so natural groupings and interactions occur and/ or to work together or alone. | Score 3 if there is consistent evidence that children are allowed to make choices to work and play in large and small groups or alone. |

| AGE |  | MEASURE | SCORE 0 | SCORE 1 | SCORE 2 | SCORE 3 |
| --- | --- | --- | --- | --- | --- | --- |
| Toddler, Preschool, and School Age | **P-SCR-01** | **Models or 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.) | Score 0 if teacher rarely models or encourages emotional expression; 0 instances of engaging children in intentional activities aimed at increasing emotional awareness or understanding | Score 1 if a few instances of modeling or encouraging emotional expression were noted; 0 instances of engaging children in an intentional activity aimed at increasing emotional awareness or understanding | Score 2 if a few instances of modeling or encouraging emotional expression were noted with at least 1 intentional activity aimedat increasing emotional awareness or understanding | Score 3 if several instances of modeling emotional expressionwere noted with at least 1 intentional activity aimed at increasing emotional awareness or understanding |
| Toddler, Preschool, and School Age | **P-SCR-02** | Providing children with **short explanations** that help them understand why they are feeling a certain way | Score 0 if teacher never provides children short explanations to help them understand why they are feeling a certain way; 1 or more instances of teacher providing negative reinforcement or feedback when children are attempting to express emotions | Score 1 if1-2 instances of teacher providing explanations to help child(ren) understand why they are feeling a certain way, explanations canbe characterized as too lengthy, overly complex, or difficult for children to understand | Score 2 if1-2 instances of teacher providing short explanations that are simpleand clear enough for children to understand; may also have 1-2 instances of weaker explanations | Score 3 if teacher provides 3or more short explanations that are simple and clear enoughto help children understand how a child(ren) are feeling |
| Toddler, Preschool, and School Age | **P-SCR-03** | **Explains logical consequences** for behaviors rather providing arbitrary consequences | Score 0 if teacher rarely verbalizes consequences for behavior and these consequences are typically illogical; verbalizes 1 or more punitive or harsh consequences for behavior | Score 1 if teacherexplains consequences for behavior on a few occasions though those consequences are typically illogical; rare instances of explaining logical consequences observed | Score 2 if teacher explains logical consequences for behavior on several occasions; rare instances of explaining illogical consequences observed | Score 3 if teacher frequently verbalizes logicalconsequences for behavior |

| AGE |  | MEASURE | SCORE 0 | SCORE 1 | SCORE 2 | SCORE 3 |
| --- | --- | --- | --- | --- | --- | --- |
| Toddler, Preschool, and School Age | **P-SCR-04** | **Encourages self-regulation** by consistently implementingprogram rules and routines (signals transitions, referring to the sequence and structure of the day, balancing structured and unstructured playing and learning opportunities). | Score 0 if teacher does not refer to or encourage child(ren) to follow rules and routines that help children learn to regulate their own behavior; 2 or more instances of referencing/ implementing harsh or developmentally inappropriate rules and routines | Score 1 if teacher refers to or encourages child(ren) to follow rules and routines that help children learn to regulate their own behavior at least 1 time; 0-1 instances of implementing/ referencing developmentally inappropriate rules or routines; no implementation/ references to harsh rules or routines | Score 2 if teacherrefers to or encourages child(ren) to follow rules and routines that help children learn to regulate their own behavior at least 2 times; no instances of implementing or referencing developmentally inappropriate or harsh rules or routine | Score 3 if teacher refers to or encourages child(ren) to follow rules and routines that help children learn to regulate their own behavior at least 3 times; no instances of implementing or referencing developmentally inappropriate or harsh rules or routines |
| Toddler, Preschool, and School Age | **P-SCR-05** | **Demonstrates** flexibility and **tolerance for minor mishaps** and misbehaviors | Score 0 if there were 3 or more instances ofintolerant response to minor mishaps/ misbehaviors; 1 or more negative responses to such behaviors | Score 1 if there were 2 or more instances ofintolerant response to minor mishaps/ misbehaviors; no negative responses to such behaviors | Score 2 if there were 1 instance of intolerant response to minor mishaps/ misbehaviors; no negative responses to such behaviors | Score 3 ifthere were 0 instances of intolerant or negative responses to minor mishaps/ misbehaviors |
| Toddler, Preschool, and School Age | **P-SCR-06** | Recognizes rising tensions and **helps children understand** the **logical consequences** of their actions before problem behaviorsoccur | Score 0 if teacher rarely recognizes rising tensions in time to act; unable to help children understand the logical consequences of their actions before problem behaviors occur | Score 1 if teacher recognizes rising tensions in time to act; typically, unable to help children understand logical consequences of their actions before problem behaviors occur | Score 2 if teacher recognizes rising tensions in time to act; typically, able to help children understand logical consequences of their actions before problem behaviors occur | Score 3 if teacher frequently recognizes rising tensions in time to act; or no instances of rising tensions; frequently able to help children understand logical consequences of their actions before problem behaviors occur |

| AGE |  | MEASURE | SCORE 0 | SCORE 1 | SCORE 2 | SCORE 3 |
| --- | --- | --- | --- | --- | --- | --- |
| Toddler, Preschool, and School Age | **P-SCR-06** | Recognizes rising tensions and **helps children understand** the **logical consequences** of their actions before problem behaviorsoccur | Score 0 if teacher rarely recognizes rising tensions in time to act; unable to help children understand the logical consequences of their actions before problem behaviors occur | Score 1 if teacher recognizes rising tensions in time to act; typically, unable to help children understand logical consequences of their actions before problem behaviors occur | Score 2 if teacher recognizes rising tensions in time to act; typically, able to help children understand logical consequences of their actions before problem behaviors occur | Score 3 if teacher frequently recognizes rising tensions in time to act; or no instances of rising tensions; frequently able to help children understand logical consequences of their actions before problem behaviors occur |
| Toddler, Preschool, and School Age | **P-SCR-07** | **Assists** children in their **communications and interactions** with peers* N/A
 | Score 0 if teacher rarely assists children in their communications and interactions with peers; 1 or more instances of assistance in peer interactions that encourages negative or hurtful behavior among peers | Score 1 if teacher assists children in their communications and interactions with peers; assistance is frequently poor; no instances of assistance that encourages negative or hurtful behavior among peers | Score 2 if teacher assists children in their communications and interactions with peers several times; assistance is frequently good; no instances of assistance that encourages negative or hurtful behavior among peers | Score 3 if teacherfrequently assists children in their communications and interactions with peers; assistance is frequently good; no instances of assistance that encourages negative or hurtful behavior among peers |
| Toddler, Preschool, and School Age | **P-SCR-08 (P-N-06** )  | Children are **encouraged** to assist with mealtime routines and procedures. (4 indicators) | 0 indicators observed | 1-2 indicators observed | 3 indicators observed | 4 indicators observed |

| AGE |  | MEASURE | SCORE 0 | SCORE 1 | SCORE 2 | SCORE 3 |
| --- | --- | --- | --- | --- | --- | --- |
| All Ages | **P-IFAL-01** | ***Intentional instructional activities are balanced throughout the observation*** | No evidence | There is some evidence of a balance of instructional activities being either directed by the teacher or child; however, may be many times when teacher is directing, or lack of learning activities being implemented | There is moderate evidence of a balance of instructional activities being either directed by the teacher or child; however, there may be sometimes when the balance is not apparent | Instructional activities are consistently balanced between teacher directed and child initiated |
| All Ages | **P-IFAL-02** | The daily schedule demonstrates a balance that of both teacher and child initiated planned daily activities | No evidence | There is some evidence of a balance of instructional activities being either directed by the teacher or child; however, may be many times when teacher is directing, or lack of learning activities being implemented | There is moderate evidence of a balance of instructional activities being either directed by the teacher or child; however, there may be sometimes when the balance is not apparent | Instructional activities are consistently balanced between teacher directed and child initiated |
| All Ages | **P-IFAL-03** | **Routine and transition times** are used as opportunities for incidental learning. | No evidence | There is some evidence of routine and transition times being used for incidental learning; however, teacher often misses the opportunity to make effective use of these times for learning. | There is moderate evidence of routine and transition times being used for incidental learning; however, teacher may sometimes miss the opportunity to make effective use of these times for learning. | Routine and transition times are used as time for incidental learning. |

| AGE |  | MEASURE | SCORE 0 | SCORE 1 | SCORE 2 | SCORE 3 |
| --- | --- | --- | --- | --- | --- | --- |
| All Ages | **P-IFAL-04** | **Transition times** are planned to **avoid frequent disruption** of children’s activities and long waits between activities | No evidence | Teacher shows some evidence of organization and preparation; however, there are frequent disruptions and long waits between children’s learning activities | Teacher shows moderate evidence of organization and preparation; however, there are a few disruptions and long waits between children’s learning activities. | Teacher is consistently well organized and prepared resulting in rare disruptions and long waits between children’s learning activities. |
| All Ages | **P-IFAL-05** | **Repeated exposure of a new concept** (e.g. vocabulary word) **in different learning contexts** (e.g. lunch, circle time, outdoors) across the day. | No evidence | There is some evidence that the staff is using repeated exposure of a new concept in different learning contexts; however, there are many times throughout the day when learning opportunities are missed. | There is moderate evidence that the staff is using repeated exposure of a new concept in different learning contexts; however, there are some times throughout the day when learning opportunities are missed. | There is consistent evidence that the staff is using repeated exposure of a new concept in different learning contexts. |

CATEGORY 4

**INDOOR/OUTDOORENVIRONMENT**

Indoor Learning Environment Required Measures

Indoor Learning Environment Points- based Measures

Outdoor Learning Environment

|  |  |  |  |
| --- | --- | --- | --- |
| AGE |  | MEASURE | MET/ NOT MET |
| Infants | **S-ILE-02** | **Diapering areas** include items that **enhance cognitive and communication skills** | [ ]  MET[ ]  NOT MET |

| AGE |  | MEASURE | SCORE 0 | SCORE 1 | SCORE 2 | SCORE 3 |
| --- | --- | --- | --- | --- | --- | --- |
| All Ages | **P-ILE-01** | Indoor environment is arranged to **facilitate division of interest areas for play** (as developmentally appropriate) and allow children to move easily from one area to another. For infants, a variety of stimulating opportunities for learning that may change throughout the day | No evidence of division of play space into interest areas or fewer than three areas are arranged. | At least three different kinds of interest areas with appropriate equipment/ materials and sufficient space that allows for active, quiet, and messy play areas. | Developmentally appropriate equipment/ materials arranged to facilitate play in 4 interest areas materials and sufficient space that allows for active, quiet, and messy play areas. | At least 5 interest areas arranged in the classroom which provide for Different kinds of learning experiences. Developmentally appropriate equipment/materials are arranged for independent use.Interest centers are routinely changed to add variety. |
| All Ages | **P-ILE-02** | Equipment/ materials portray people in a manner that is **non-stereotypical and culturally sensitive** | No artifacts/ key indicators visible | 1-2 types artifacts/key indicators visible | 3-4 types artifacts/key indicators visible | 5 or more types artifacts/ key indicators visible |

| AGE |  | MEASURE | SCORE 0 | SCORE 1 | SCORE 2 | SCORE 3 |
| --- | --- | --- | --- | --- | --- | --- |
| All Ages | **P-ILE-03** | Developmentally appropriate visual teacher- and children-created materials are **displayed at children’s eye level** | Print materials are not displayed at child’s eye level and do not include realistic pictures or child created work  | Colorful realistic pictures reflecting nature, people, and objects are displayed but are not at the children’s eye level | Realistic pictures of children’s family members, pets,and other familiar people and places or arts or crafts created by the children are displayed at the children’s eye level | Realistic pictures of children’s family members, pets, and other familiar people and placesand arts or crafts created by the children are displayed at the children’s eye level |
| All Ages | **P-ILE-04** | Equipment/ materials **reflect children’s interest**, appear inviting to children, **and are arranged** so children know where to find things and may easily select and return items | Equipment/ materials are not displayed on low open shelving within children’s reach or available materials do not spark children’s interest in play; may result in behavior issues. | Shelving is open and available at a height accessible to children, but materials are limited | Open shelving/ containers are distributed throughout the classroom atan appropriate height for children; all shelves / containers are labeled; children are welcome to retrieve materials | All interest areas, shelving/containers are labeled with words and pictures of materials at an appropriate height that encourages children to retrieve materials and place them back in their correct place. |
| All Ages | **P-ILE-05** | Equipment/ materials **encourage hands on manipulation** of real objects | No evidence of real objects accessible to children for play. | Minimal evidence of age appropriate real objects accessible in the classroom. | Moderate evidence of age appropriate real objects accessible in the classroom. | High/consistent evidence of age appropriate real objects accessible and evident in various interest areas in the classroom. |

| AGE |  | MEASURE | SCORE 0 | SCORE 1 | SCORE 2 | SCORE 3 |
| --- | --- | --- | --- | --- | --- | --- |
| All Ages | **P-OLE-01** | Outdoor environment allows for children to engage in natural small groupings with activities that are linked to and **reinforce indoor learning**.  | no evidence  | 1 activity is observed | 2 activities are observed | 3 or more activities are observed |
| All Ages | **P-OLE-02** | The outdoor environment provides children with the opportunity to **care for living things** and **appreciate nature/ beauty** | No evidence of natural elements are present in the outdoor environment | 1-2 living/ natural elements present in the outdoor environment | 3-4 living/ natural elements present inthe outdoor environment | 5 or more living/natural elements present in the outdoor environment |
| All Ages | **P-OLE-03** | Outdoor environment and natural and manufactured equipment/ materials, provides partial shade, **motivates children to be physically active** and engagein active play such as balancing, climbing, crawling, moving, pushing/pulling, riding, walking, and running | Outdoor environment lacks variety and interest. Insufficient equipment/ materials result in boredom; behavior challenges or injuries result from misuse of equipment | 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 | Many outdoor equipment and materials are readily accessible for all children to use without undue competition or long delays. Sufficient variety allows children to make choices. Equipment/materials are rotated to maintain children’s interest |
| Infants | **P-OLE-05** | Outdoor equipment/materials encourage infants to **experience the environment** | Equipment and materials lack variety, are not age appropriate  | Equipment may include strollers or buggy to facilitate exploring outdoors | Design elements and equipment include areas for blankets, balls, pillows, blocks, infant swings | Design elements and equipment include climbing, crawling and natural elements for observation |