

Classroom Portfolio Tool: Toddler/Two

Use this Classroom Portfolio Tool to determine if your class meets criteria included in the Classroom Portfolio source of evidence. Not sure if this is the right tool for you? For assistance, go to the Classroom Portfolio Instructions in [TORCH](#).

Certain criteria have been intentionally removed from this tool. [Read more](#).

As you work to determine whether or not your class meets each of the criteria presented in this document, note the possible ratings used by NAEYC Assessors and their definitions below:

- **'Yes'**: Evidence is found; criterion or indicator is met.
- **'No'**: No evidence is found, or evidence is insufficient to meet criterion or indicator
- **'N/A'** (Not Applicable): The criterion or indicator does not apply to this class. The 'N/A' rating is only available if it is noted.
- **'Not Age'**: The criterion or indicator does not apply to the age category being observed. The 'Not Age' rating is only available if it is noted.

Criterion Number	Age Category	Assessment Category	Source(s) of Evidence
3.B.12	T-P-K	Random	O, FS, PP
<i>Rate 'NoOpp' if no challenging behaviors are observed.</i>			
Teachers address challenging behavior by			
a	assessing the function of the child's behavior.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> No Opp Check to rate entire criterion as NoOpp
b	convening families and professionals to develop individualized plans to address behavior.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NoOpp	
<i>Rate 'NoOpp' if no evidence is seen in the classroom. The individualized plans do not have to be formal IEPs, but may consist of informal meetings, phone calls, emails, and/or other modes of communication to discuss plans to address the behaviors.</i>			
c	using positive behavior support strategies.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<i>Evidence may include such things as policies, examples of how the program addressed a challenging behavior in the past, or notes between parents and teachers.</i>			
<i>Definition of challenging behavior: "Challenging behavior is any behavior that (1) interferes with children's learning, development and success at play, (2) is harmful to the child, other children, or adults, [or] (3) puts a child at high risk for later social problems or school failure." (Kaiser & Razminky, <u>Challenging Behavior in Young Children</u> (2nd Ed.), Pearson Education Inc. 2007, p. 8).</i>			
<i>Examples of challenging behavior: Physical aggression (hitting, biting, shoving, whacking with toys), relational aggression ("You can't play with us", verbal bullying), tantrums, whining, testing limits, refusal to follow directions or observe classroom rules.)</i>			

Guidance for Overall Rating
Gray background; justified left; applies to overall criterion to indicate when an overall rating is appropriate

Guidance for Specific Indicator
Gray background; indented; applies to indicator listed above

Guidance for Overall Criterion
Gray background; justified left; applies to entire criterion and all indicators; bolded print indicates new guidance

Guidance Not Applicable to Tool
Strikethrough; guidance that applies to a different source of evidence
For example, the sample above is from the Program Portfolio Tool. The strikethrough guidance applies to the Observable Criteria tool, and is not relevant for this particular tool.

Overall Rating Response Option
White background; runs along right margin; applies to overall criterion to indicate when an overall rating is appropriate
If overall response option is checked, do not rate individual indicators

Indicator Response Options
White background; justified right; in same row as indicator to which it applies

Definitions of terms found within guidance:

- **'Varied'** or **'Multiple'**: More than one
- **'Such as'** or **'for example'**: Examples which may be used as evidence but do not necessarily need to be seen to meet the criterion or indicator.

Standard 1 – Relationships

1.A. – Building Positive Relationships among Teachers and Families

	1.A.01	I-T-P-K	Random	O, FS, CP
a	Teachers work in partnership with families, establishing and maintaining regular, ongoing, two-way communication.			<input type="checkbox"/> Yes <input type="checkbox"/> No
<i>Look for examples of TWO-WAY communication efforts by teaching staff with families of children in the classroom. Rate 'Yes' if evidence includes clear invitations from staff to receive family communications. Rate 'NoOpp' if no evidence or partial evidence of two way communication (e.g., parent board with lesson plan, menu, and events calendar) is observed. Rate as 'No' if missed opportunities for two way communication are observed.</i>				

	1.A.03	I-T-P-K	Random	O, FS, CP
Teachers communicate with family members on an ongoing basis to...				
a	learn about children's individual needs and			<input type="checkbox"/> Yes <input type="checkbox"/> No
b	ensure a smooth transition between home and program.			<input type="checkbox"/> Yes <input type="checkbox"/> No
<i>Evidence may include things such as dialogue books, whiteboards that describe what children are doing, or conversations with family members who are in the classroom. At least two examples of communication must be seen, one of which could be part of introductory materials. Rate 'NoOpp' if no examples are seen or if only one example is observed. Rate as 'No' if missed opportunities for communication are observed.</i>				

	1.A.05	I-T-P-K	Random	O, FS, CP
a	Teachers share information with families about classroom rules, expectations, and routines not only at enrollment but also as needed throughout the year.			<input type="checkbox"/> Yes <input type="checkbox"/> No
<i>Evidence may include dialogue books, flyers, whiteboards that describe what children are doing, or conversations or other communication efforts with family members who are in the classroom.</i>				

1.C. – Helping Children Make Friends

	1.C.03	T-P-K	Random	O, CP
Teaching staff support children as they practice social skills and build friendships by helping them:				
a	enter into [play],			<input type="checkbox"/> Yes <input type="checkbox"/> No
b	sustain [play], and			<input type="checkbox"/> Yes <input type="checkbox"/> No
c	enhance play.			<input type="checkbox"/> Yes <input type="checkbox"/> No
<i>Evidence includes staff who are trying to bring unengaged children into play, working with children to negotiate materials or rules, or making play more complex.</i>				

1.D. – Creating a Predictable, Consistent, and Harmonious Classroom

	1.D.01	I-T-P-K	Always	O, CP
Teaching staff counter potential bias and discrimination by...				
a	treating all children with equal respect and consideration.			<input type="checkbox"/> Yes <input type="checkbox"/> No
b	initiating activities and discussions that build positive self-identity and teach the valuing of differences.			<input type="checkbox"/> Yes <input type="checkbox"/> No
<i>Evidence includes materials and books that portray children as unique individuals and show different cultures, ethnicities, and backgrounds. Two lesson plans on these topics could provide evidence for this practice. Positive Self-Identity: a sense that one is a good and valued person based on some salient attributes that are maintained over time, for example, "I am the fastest girl in my class" or "I am a good big brother" or "I am good at doing puzzles".</i>				
c	intervening when children tease or reject others.			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Age
<i>Rate 'Not Age' for infant classes. Rate as 'Yes' if no incidents of teasing or rejection occur during observation. Acceptable evidence could be to show or describe how teachers intervene when children tease, name-call or reject others.</i>				
d	providing models and visual images of adult roles, differing abilities, and ethnic or cultural backgrounds that counter stereotypical limitations.			<input type="checkbox"/> Yes <input type="checkbox"/> No

1.D.01	I-T-P-K	Always	O, CP
<p>Evidence may include diversity within the program itself, for example: a male teacher; staff and enrollment reflecting multiple ethnicities; multiple languages spoken; enrollment of a child who uses a wheelchair. Classroom materials do not generalize groups of people based upon ethnicity, gender, ability, geography, or age. Acceptable evidence could be two models or visual images used within the classroom that show each of the following:</p> <ul style="list-style-type: none"> • Men and women in work, family, and personal roles; • Persons with differing abilities engaged in a wide array of physical, cognitive, and artistic abilities and competencies; • Persons of different ethnic or cultural backgrounds engaged in activities that counteract stereotypical limitations. 			
e	avoiding stereotypes in language references.		<input type="checkbox"/> Yes <input type="checkbox"/> No
<p>Rate as 'Yes' if no instances of stereotypical language are observed. Evidence for avoiding stereotypes in language references may include providing equal opportunities for all children to discuss and participate in leadership roles, and in activities such as dramatic play where children may choose to participate in non-stereotypical roles. References to age, sex, religion, race, ability, etc. should be used only if they are relevant and not in a way the negatively "labels" individuals or groups of people. Written evidence may include policies in the staff and/or parent handbooks regarding language used in the classroom, and/or how to choose materials for the program, lesson plans, pictures and in-service or staff meeting notes or minutes.</p>			

1.D.02	T-P-K	Random	O, CP
Teachers provide children opportunities to develop the classroom community through participation in decision making about classroom			
a	rules,		<input type="checkbox"/> Yes <input type="checkbox"/> No
b	plans, and		<input type="checkbox"/> Yes <input type="checkbox"/> No
c	activities.		<input type="checkbox"/> Yes <input type="checkbox"/> No
Practices for meeting this criterion could include labeling and discussing classroom rules and schedules or offering children choices in selecting areas or materials in which to play.			

1.D.04	T-P-K	Random	O, CP
Teachers help children talk about			
a	their own and		<input type="checkbox"/> Yes <input type="checkbox"/> No
b	others' emotions.		<input type="checkbox"/> Yes <input type="checkbox"/> No
They provide opportunities for children to			
c	explore a wide range of feelings and the different ways that those feelings can be expressed.		<input type="checkbox"/> Yes <input type="checkbox"/> No
Evidence includes books, posters, lesson plans, materials and conversation.			

Standard 2 – Curriculum

2.A. – Curriculum: Essential Characteristics

2.A.07	I-T-P-K	Random	O, CP
The curriculum guides the development of a daily schedule that is predictable yet flexible and responsive to individual needs of the children. The schedule			
a	provides time and support for transitions.		<input type="checkbox"/> Yes <input type="checkbox"/> No
b	includes both indoor and outdoor experiences.		<input type="checkbox"/> Yes <input type="checkbox"/> No
c	is responsive to a child's need to rest or be active.		<input type="checkbox"/> Yes <input type="checkbox"/> No
<p>"Rest" includes, but is not limited to, scheduled napping times in programs that offer them. "Rest" may also include opportunities for children to quietly rest in a soft and/or semi-private area that is away from active, noisy, or busy areas of the classroom. Examples include a quiet reading/puzzle area, cozy corner/nook, or other intentionally provided space/time for the purpose of resting or engaging in quiet play.</p>			
A purchased curriculum product is not required. A program may choose to develop its own curriculum. However, programs do need to have a clear, written curriculum framework.			

2.A.08	I-T-P-K	Random	O, CP
--------	---------	--------	-------

2.A.08	I-T-P-K	Random	O, CP
Materials and equipment used to implement the curriculum reflect the lives of the children and families as well as the diversity found in society including:			
a	gender [diversity],	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<i>Gender diversity evidence may include men and women in nontraditional roles. For example, men and women are equally capable.</i>			
b	age [diversity],	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<i>Non-stereotypical evidence may include, but is not limited to, conversations and materials that demonstrate older and younger people doing the same jobs and/or a variety of jobs (e.g., not all old people are grandparents), photographs, stories about younger/older siblings or class books that describe events/projects that the class has attended at local elementary or high schools.</i>			
c	language [diversity], and	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<i>Language diversity can include bilingual labels in the classroom, bilingual communication, multilingual music selections, and use of sign language.</i>			
d	[diversity of] abilities.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<i>Diversity in ability refers to range of ability, including but not limited to disability.</i>			
a-d	<i>Rate as 'Yes' if at least one example of each type of diversity (gender, age, language, abilities) is seen during observation or in written evidence.</i>		
Materials and equipment...			
e	provide for children's safety while being appropriately challenging.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<i>Review activities with consideration to developmental stage of the children and the appropriateness of the activities.</i>			
f	encourage exploration, experimentation and discovery.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
g	promote action and interaction.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<i>For infants look for busy boxes; for older children look for materials that promote trial and error, necessity of more than one child to make it work, or communication devices like telephones.</i>			
h	are organized to support independent use.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
i	are rotated to reflect changing curriculum and accommodate new interests and skill levels.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<i>In addition to addressing changing curriculum, evidence should show or describe how teachers change classroom materials or equipment when children's skill levels change over time.</i>			
j	are rich in variety.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
k	accommodate children's special needs.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
<i>Accommodations for special needs are specific to individual children. Rate 'N/A' if no children with special needs are currently enrolled or if the identified special needs in the class do not require material and equipment accommodation. Special needs can be physical or mental health conditions that require special education services such as early intervention or individualized supports. Special needs can also arise from adverse life conditions (such as poverty or family stress) that call for social services, supports, or monitoring.</i>			
<i>"Materials" can include 2- and 3-dimensional displays in the learning environment.</i>			

2.A.10	T-P-K	Random	O, CP
The curriculum guides teachers to incorporate content, concepts, and activities that foster:			
a	social [development],		<input type="checkbox"/> Yes <input type="checkbox"/> No
b	emotional [development],		<input type="checkbox"/> Yes <input type="checkbox"/> No
c	physical [development],		<input type="checkbox"/> Yes <input type="checkbox"/> No
d	language [development], and		<input type="checkbox"/> Yes <input type="checkbox"/> No
e	cognitive development and		<input type="checkbox"/> Yes <input type="checkbox"/> No
f	integrate key areas of content including literacy, mathematics, science, technology, creative expression and the arts, health & safety, and social studies.		<input type="checkbox"/> Yes <input type="checkbox"/> No
<p><i>Rate "Yes" if evidence for at least 3 of the 7 key areas of content is observed. All areas must be addressed in the classroom portfolio to rate yes. Technology is defined broadly to include knowledge and use of tools and machines. Included are computers, video, cameras, and other forms of high technology, as well as simple tools like gears, wheels and levers.</i></p> <p><i>Two daily, weekly or monthly lesson plans that include content and concepts related to all of these cognitive development content areas could provide evidence for this indicator.</i></p> <p><i>Examples of social studies topics: family, friends, community, social roles, geography, money, business, governments.</i></p>			
<p><i>Evidence includes observed activities, materials, written plans and other documentation that may be present in the classroom or other learning spaces used by the class.</i></p> <p><i>Examples of other learning spaces: playgrounds, computer rooms, libraries, gyms or other gross motor space.</i></p> <p><i>A purchased curriculum product is not required. A program may choose to develop its own curriculum but programs do need to have a clear, written curriculum plan.</i></p>			

2.A.11	T-P-K	Random	O, CP
The schedule			
a	provides children learning opportunities, experiences, and projects that extend over the course of several days and incorporates time for		<input type="checkbox"/> Yes <input type="checkbox"/> No
b	play,		<input type="checkbox"/> Yes <input type="checkbox"/> No
<p><i>Play is characterized by children's active engagement and enjoyment and their ability to determine how the activity is carried out. Teaching staff are expected to encourage and facilitate active play involving physical movement as well as pretend or dramatic play. Children are expected to have opportunities to play individually and with peers.</i></p>			
c	creative expression,		<input type="checkbox"/> Yes <input type="checkbox"/> No
d	large-group,		<input type="checkbox"/> Yes <input type="checkbox"/> No
e	small-group, and		<input type="checkbox"/> Yes <input type="checkbox"/> No
f	child-initiated activity.		<input type="checkbox"/> Yes <input type="checkbox"/> No
<p><i>Evidence could include a written schedule or, if these things occur during an observation credit is given.</i></p>			

2.C. – Areas of Development: Physical Development

2.C.01	I-T	Random	O, CP
Infants and toddlers/twos are provided:			
a	an environment that allows them to move freely and achieve mastery of their bodies through self-initiated movement.		<input type="checkbox"/> Yes <input type="checkbox"/> No
They have multiple opportunities to practice emerging skills in:			
b	coordination, movement and balance, and		<input type="checkbox"/> Yes <input type="checkbox"/> No
c	perceptual-motor integration.		<input type="checkbox"/> Yes <input type="checkbox"/> No
<p><i>Perceptual motor integration relates to the manner by which a child takes in sensory information, processes and interprets the information, and then responds automatically to it. Some examples of "perceptual motor integration" could include stacking blocks, ring stacking, crawling through tunnels, copying visual cues or completing puzzles.</i></p>			

2.C.02	I-T	Random	O, CP
a	Infants and toddlers/twos have multiple opportunities to develop fine-motor skills by acting on their environments using their hands and fingers in a variety of age-appropriate ways.		<input type="checkbox"/> Yes <input type="checkbox"/> No

2.C.03	T-P-K	Random	O, CP
--------	-------	--------	-------

2.C.03	T-P-K	Random	O, CP
a	Children are provided varied opportunities and materials that support fine-motor development.		<input type="checkbox"/> Yes <input type="checkbox"/> No
<i>Varied means two or more. "Fine motor development" refers to the improvement of small muscle movements (usually in the fingers) that enable such functions as writing, grasping small objects, and fastening clothing.</i>			

2.D. – Areas of Development: Language Development

2.D.02	I-T-P-K	Random	O, FS, TS, CP
a	Children are provided opportunities to experience oral and written communication in a language their family uses or understands.		<input type="checkbox"/> Yes <input type="checkbox"/> No
<i>If English is the only language spoken by families rate as 'Yes'.</i>			

2.D.04	I-T-P-K	Random	O, CP
Children have varied opportunities to develop vocabulary through			
a	conversations,		<input type="checkbox"/> Yes <input type="checkbox"/> No
b	experiences,		<input type="checkbox"/> Yes <input type="checkbox"/> No
c	field trips, and		<input type="checkbox"/> Yes <input type="checkbox"/> No
<i>Field trips include walks.</i>			
d	books.		<input type="checkbox"/> Yes <input type="checkbox"/> No
<i>Evidence includes children's access to age-appropriate books and field trips or other experiences with follow-up activities that explore what was seen, for example, exploring leaves collected or worms observed in the play yard or on a neighborhood walk, trips to see (or visits from) farm and zoo animals, or visits with community service workers such as police or fire fighters. Other evidence might include dictated stories and documentation boards about children's experiences.</i>			

2.E. – Curriculum Content Area for Cognitive Development: Early Literacy

2.E.02	T	Always	O, CP
Toddlers/twos have varied opportunities to experience books, songs, rhymes, and routine games through			
a	individualized play that includes simple rhymes, songs and sequences of gestures (e.g., finger plays, peek-a-boo, patty-cake, This Little Piggy).		<input type="checkbox"/> Yes <input type="checkbox"/> No
b	daily opportunities to hear and respond to various types of books, including picture books, wordless books, and books with rhymes.		<input type="checkbox"/> Yes <input type="checkbox"/> No
<i>Evidence of each type of book listed (picture books, wordless books and books with rhymes) must be seen. "Wordless" books include books with few words in which information or narrative is conveyed primarily through imagery.</i>			
c	access to durable books that enable independent exploration.		<input type="checkbox"/> Yes <input type="checkbox"/> No
d	experiences that help them understand that pictures can represent real things in their environment.		<input type="checkbox"/> Yes <input type="checkbox"/> No
<i>Books, songs, etc. should be linked to concrete objects and direct experiences in the home or learning environment.</i>			

2.E.03	T-P-K	Random	O, CP
Children have opportunities to become familiar with print. They are actively involved in making sense of print, and they have opportunities to become familiar with, recognize, and use print that is accessible throughout the classroom:			
a	Items belonging to a child are labeled with his or her name.		<input type="checkbox"/> Yes <input type="checkbox"/> No
<i>Acceptable evidence could show or describe 2 examples of how teachers do this.</i>			
b	Materials are labeled.		<input type="checkbox"/> Yes <input type="checkbox"/> No
c	Print is used to describe some rules and routines.		<input type="checkbox"/> Yes <input type="checkbox"/> No
<i>Hand washing instructions count if they are developmentally appropriate and posted where children can see them.</i>			
d	Teaching staff help children recognize print and connect it to spoken word.		<input type="checkbox"/> Yes <input type="checkbox"/> No

2.F. – Curriculum Content Area for Cognitive Development: Early Mathematics

2.F.01	I-T	Random	O, CP
--------	-----	--------	-------

2.F.01		I-T	Random	O, CP
Infants and toddlers/twos are provided varied opportunities and materials to				
a	use language, gestures, and materials to convey mathematical concepts such as more and less and big and small.			<input type="checkbox"/> Yes <input type="checkbox"/> No
b	see and touch different shapes, sizes, colors, and patterns.			<input type="checkbox"/> Yes <input type="checkbox"/> No
<i>Evidence could provide examples of toys that expose children to variety within each of these concepts (shapes, size, color, pattern – 2 examples of each). At least one toy of graduated sizes should be included.</i>				
c	build number awareness, using objects in the environment.			<input type="checkbox"/> Yes <input type="checkbox"/> No
d	read books that include counting and shapes.			<input type="checkbox"/> Yes <input type="checkbox"/> No

2.F.02		T-P-K	Always	O, CP
a	Children are provided varied opportunities and materials to build an understanding of numbers, number names, and their relationship to object quantities and to symbols.			<input type="checkbox"/> Yes <input type="checkbox"/> No
<i>Evidence includes (but is not limited to):</i>				
<i>Toddlers/Twos – teaching staff count, for example, when giving napkins to a small group of children; simple number books are provided</i>				
<i>Preschool – children count, the following items are accessible to children and organized for their use: number puzzles, books, matching games and counting bears.</i>				
<i>Kindergarteners – children count, in addition to those for preschool there are also items such as calendars and rulers or measuring tapes accessible to children and organized for their use.</i>				
<i>For evidence, teachers could provide at least 2 examples illustrating each of these: number concept, numerals, number words, and object quantity.</i>				
<i>Examples of opportunities for learning number concept: Teachers counting out-loud, children counting, books, games, use of manipulatives, sequencing.</i>				
<i>Numerals are the symbolic representations of quantity (e.g., 1, 2, 3...) or position (1st, 2nd, 3rd ...).</i>				
<i>Number words are the language representations of quantity (e.g., one, two, three...) or position (first, second, third...).</i>				
<i>Object quantity is the understanding of the measurable properties of objects. (e.g., how many of something, how much something weighs, or how much time has passed.)</i>				

2.F.03		T-P-K	Random	O, CP
a	Children are provided varied opportunities and materials to categorize by one or two attributes such as shape, size, and color.			<input type="checkbox"/> Yes <input type="checkbox"/> No
<i>Evidence may include such things as manipulative materials (e.g. counting bears, sea shells lesson plans, curriculum webs, photographs, sorting bins, and classroom graphs or charts).</i>				

2.G. – Curriculum Content Area for Cognitive Development: Science

2.G.01		I-T	Random	O, CP
Infants and toddlers/twos are provided varied opportunities and materials to				
a	use their senses to learn about objects in the environment.			<input type="checkbox"/> Yes <input type="checkbox"/> No
<i>Classroom Portfolio evidence could show or describe four or more examples of toys and other classroom materials that provide things to see, touch, hear, taste, or smell.</i>				
<i>In the classroom, evidence could include a wide range of interesting things to see, touch, hear, and when appropriate, taste and smell.</i>				
b	discover that they can make things happen and solve simple problems.			<input type="checkbox"/> Yes <input type="checkbox"/> No
<i>This is the learning of cause-and-effect relationships.</i>				
<i>Evidence could be two examples of classroom toys, materials or activities designed for children to play with to make things happen.</i>				

2.J. – Curriculum Content Area for Cognitive Development: Creative Expression and Appreciation for the Arts

2.J.01		I-T-P-K	Random	O, CP
<i>Rate each indicator as 'Yes' if at least one opportunity in that indicator includes an element of cultural diversity.</i>				
Children are provided varied opportunities to gain appreciation of				
a	art [in ways that reflect cultural diversity],			<input type="checkbox"/> Yes <input type="checkbox"/> No

2.J.01	I-T-P-K	Random	O, CP
<i>Evidence can include posters, sculptures, art supplies, art projects. Crayons that represent varying skin tone do not need to say "multi-cultural" on them in order to receive credit. Examples could include making art specific to a culture, discussing and viewing art from different cultures, and books that include art from across the world. Evidence could take the form of two lesson plans that help children appreciate visual arts from different cultures. Examples of visual arts: painting, drawing, sculpture, photos, mask-making, fabric arts, basketry, architecture.</i>			
b	music [in ways that reflect cultural diversity],		<input type="checkbox"/> Yes <input type="checkbox"/> No
<i>Evidence can include songs, CDs, tapes, musical instruments.</i>			
c	drama [in ways that reflect cultural diversity], and		<input type="checkbox"/> Yes <input type="checkbox"/> No
<i>Drama is defined in the broadest sense and includes dramatic play or pretend play (ex. Block people, foods in housekeeping, etc.). Dramatic arts: Arts created for the purpose of public performance. Examples of dramatic arts: acting (including dress-up), puppetry, musical recital, mime.</i>			
d	dance [in ways that reflect cultural diversity],		<input type="checkbox"/> Yes <input type="checkbox"/> No
<i>Rate as 'NoOpp' unless evidence of culturally diverse dance is seen on a schedule, is posted as a picture, if there are props, or if dancing occurs during the observation. Evidence can include, clapping or swaying, pictures of dancers, or dance props/scarves that may reflect varying cultures. Materials should be grouped or utilized in such a way that it promotes exploration of dance in diverse ways.</i>			
in ways that reflect cultural diversity.			
<i>Opportunities include access to materials. Look for evidence of art, music, drama and dance and at least one representation of cultural diversity for each (art, music, drama, dance).</i>			

2.J.02	I-T	Random	O, CP
a	Infants and toddlers/twos are provided varied opportunities to explore and manipulate age-appropriate art materials.		<input type="checkbox"/> Yes <input type="checkbox"/> No
<i>As evidence, teachers could show two lesson plans that include exploration and manipulation of age-appropriate art materials.</i>			

2.J.03	I-T	Random	O, CP
a	Infants and toddlers/twos have varied opportunities to express themselves creatively through freely moving to music. Toddlers/twos have varied opportunities to engage in pretend or imaginative play.		<input type="checkbox"/> Yes <input type="checkbox"/> No

2.J.04	T-P-K	Random	O, CP
Children are provided varied opportunities to learn new concepts and vocabulary related to			
a	art,		<input type="checkbox"/> Yes <input type="checkbox"/> No
<i>Evidence of opportunities can include posters, sculptures, art supplies, art projects. Examples of concepts and vocabulary can include vocabulary/concepts such as "texture" "smooth", "bumpy", "media", "paint", "sculpture", "collage", "brushes", "watercolors", "clay", "Picasso", "DaVinci".</i>			
b	music,		<input type="checkbox"/> Yes <input type="checkbox"/> No
<i>Evidence of opportunities can include songs, CDs, tapes, musical instruments. Examples of vocabulary/concepts include "tempo", "musician", "rhythm", "jazz", "classical", "reggae", "instruments", "drum", "flute", "Bach", "Raffi", "Bob Marley".</i>			
c	drama, and		<input type="checkbox"/> Yes <input type="checkbox"/> No
<i>Drama includes dramatic or pretend play. Drama is defined in the broadest sense and includes dramatic or pretend play (ex. doll house people, foods in housekeeping, lawn mowers). Examples of opportunities include props for dramatic play, puppets or a puppet stage. Examples of vocabulary/concepts include "pretend", "imagine", "emotions", "act", "make believe".</i>			
d	dance.		<input type="checkbox"/> Yes <input type="checkbox"/> No
<i>Evidence of opportunities can include dance CDs, dance tapes, clapping or swaying, pictures of dancers, scarves or other dance props. Examples of vocabulary/concepts include "movements" "slide", "jump", "wiggle", "ballet", "tap", "roll", "float", "Swan Lake".</i>			
<i>Conversations and lesson plans about these things can be evidence of opportunity. Varied means two or more for each indicator.</i>			

2.J.05	T-P-K	Random	O, CP
a	Children are provided varied opportunities to develop and widen their repertoire of skills that support artistic expression (e.g., cutting, gluing, and caring for tools).		<input type="checkbox"/> Yes <input type="checkbox"/> No

2.J.05	T-P-K	Random	O, CP
<i>Conversations about these things can be evidence of opportunities. Varied means two or more. Evidence may include scissors, play dough, clay, tools, painting, glue, lesson plans, art projects, lists of materials, clean-up routines.</i>			

2.K. – Curriculum Content Area for Cognitive Development: Health and Safety

2.K.01	T-P-K	Random	O, CP
a	Children are provided varied opportunities and materials that encourage good health practices such as serving and feeding themselves, rest, good nutrition, exercise, hand washing, and tooth brushing.		<input type="checkbox"/> Yes <input type="checkbox"/> No
<i>“Varied” means two or more. Look for two or more examples of <u>different</u> health practices, such as exercise AND nutrition. Conversations about these things can be evidence of opportunity. Evidence may include such things as books, posters, lesson plans, posted schedules, and materials that address the benefits of good health practices.</i>			

2.K.02	T-P-K	Random	O, CP
Children are provided varied opportunities and materials to help them learn about nutrition, including			
a	identifying sources of food and		<input type="checkbox"/> Yes <input type="checkbox"/> No
b	recognizing,		<input type="checkbox"/> Yes <input type="checkbox"/> No
c	preparing,		<input type="checkbox"/> Yes <input type="checkbox"/> No
d	eating, and		<input type="checkbox"/> Yes <input type="checkbox"/> No
e	valuing healthy foods.		<input type="checkbox"/> Yes <input type="checkbox"/> No
<i>Conversations about these things can be evidence of opportunity. “Varied” means two or more. Evidence may include such things as posted menus, lesson plans, books, posters, play foods, field trips to agricultural farms/orchards, growing a vegetable garden, etc.</i>			

2.K.03	T-P-K	Random	O, CP
Children are provided varied opportunities and materials that increase their awareness of safety rules in their			
a	classroom,		<input type="checkbox"/> Yes <input type="checkbox"/> No
<i>“Classroom” here includes shared outdoor and indoor program spaces used by groups on a regular basis.</i>			
b	home, and community.		<input type="checkbox"/> Yes <input type="checkbox"/> No
<i>Materials must be presented in a developmentally appropriate manner to give credit. Evidence of safety rules includes things such as procedures to follow in fire, hurricane, or earthquake drills that may be followed in the classroom and/or at home, and safety procedures relevant to the community (such as preparing for a hurricane in a coastal community). Additional evidence includes visits from community helpers, and materials such as books, pretend stop signs and lights, and community helper figures.</i>			

2.L. – Curriculum Content Area for Cognitive Development: Social Studies

2.L.01	I-T-P-K	Random	O, CP
Children are provided varied learning opportunities that foster positive identity and an emerging sense of			
a	self and		<input type="checkbox"/> Yes <input type="checkbox"/> No
<i>Evidence may include self portraits, family pictures, “all about me” books/activities, dramatic play props that reflect the cultural backgrounds of the children, displays/posters celebrating differences, etc. For infants look for mirrors and opportunities for self exploration.</i>			
b	others.		<input type="checkbox"/> Yes <input type="checkbox"/> No
<i>Evidence may include team/group activities, job/responsibility charts, books and props that are reflective of the community, ie: post office, grocery store, fire department, etc.</i>			
<i>Conversations, books, and lesson plans addressing positive identity of self and others can be evidence of opportunity. “Varied” means two or more.</i>			

2.L.02	T-P-K	Random	O, CP
a	Children are offered opportunities to become a part of the classroom community so that each child feels accepted and gains a sense of belonging		<input type="checkbox"/> Yes <input type="checkbox"/> No
<i>Evidence includes such things as lesson plans, job/responsibility charts, names on displays/artwork, activities that provide opportunities for all children to participate fully. Children have opportunities to provide input to determine materials, themes, and/or activities in the classroom.</i>			

2.L.03	T-P-K	Random	O, CP
<i>Rate each indicator as 'Yes' if at least one opportunity in that indicator includes a non-stereotypical example. "Varied" means two or more.</i>			
Children are provided varied opportunities and materials to build their understanding of diversity in			
a	culture [in non-stereotypical ways],		<input type="checkbox"/> Yes <input type="checkbox"/> No
<i>Evidence may include, but is not limited to, conversations, books, posters, and other materials that demonstrate people of various cultures in non-stereotypical representations.</i>			
b	family structure [in non-stereotypical ways],		<input type="checkbox"/> Yes <input type="checkbox"/> No
<i>Non-stereotypical evidence may include but is not limited to recognition of variations in family structure (ex. Photographs of children's families, etc). Examples of family structures: nuclear families, single-parent family, extended family, childless family, step-family, grandparent family, and families including adopted members, same-sex spouses, unwed partners, teen-aged parents.</i>			
c	ability [in non-stereotypical ways],		<input type="checkbox"/> Yes <input type="checkbox"/> No
<i>Diversity in ability refers to range of ability, including but not limited to disability.</i>			
d	language [in non-stereotypical ways],		<input type="checkbox"/> Yes <input type="checkbox"/> No
<i>Language diversity can include bilingual labels in the classroom, bilingual communication, multilingual music selections, and use of sign language. Credit for one "opportunity" can be given if no instances of stereotypical language are observed. Evidence for avoiding stereotypes in language references may include providing equal opportunities for all children to discuss and participate in leadership roles, and in activities such as dramatic play where children may choose to participate in non-stereotypical roles. References to age, sex, religion, race, ability, etc. should be used only if they are relevant and not in a way that negatively "labels" individuals or groups of people.</i>			
e	age [in non-stereotypical ways], and		<input type="checkbox"/> Yes <input type="checkbox"/> No
<i>Non-stereotypical evidence may include, but is not limited to, conversations and materials that demonstrate older and younger people in the same roles and/or a variety of roles (e.g., not all old people are grandparents). Non-stereotypical evidence may include, but is not limited to, conversations and materials that help children learn about people of a wide range of ages (the very young to elders) doing a wide range of jobs and activities.</i>			
f	gender		<input type="checkbox"/> Yes <input type="checkbox"/> No
<i>Non-stereotypical evidence may include men and women in nontraditional jobs or roles. For example, men and women are equally capable of leadership roles, nurturing roles, physically active jobs.</i>			
in non-stereotypical ways.			
<i>Conversations about these things can be evidence of opportunity. Books, music, musical instrument, toys, play food, posters, ability aids (glasses, crutches), dolls, field trips and dress-up clothing may all present opportunities and materials relevant to diversity. Class-made books or displays that illustrate diversity among children and/or their families can be evidence of this criterion.</i>			

2.L.04	T-P-K	Random	O, CP
a	Children are provided opportunities and materials to explore social roles in the family and workplace through play.		<input type="checkbox"/> Yes <input type="checkbox"/> No
<i>Evidence could include conversations about social roles, lesson plans, books, and access to materials and props which provide children the ability to assume a number of roles in the family and workplace.</i>			

2.L.05	T-P-K	Random	O, CP
a	Children are provided varied opportunities and materials to learn about the community in which they live.		<input type="checkbox"/> Yes <input type="checkbox"/> No
<i>Community is defined as the specific locality of a group of people with shared governmental, cultural, historical, social, religious, or occupational heritage. Examples of community: Military bases; workplaces; academic campuses; local business; towns; neighborhoods; residential and recreational areas or landmarks. Opportunities and materials should include some <u>specific to the actual community in which children live</u>. Evidence includes things such as information about community workers, visits by community workers, or opportunities to visit local libraries, parks or markets, or ride a bus. Generic books and posters about community resources and helpers/workers are insufficient to meet this criterion. "Community" need not be a town or neighborhood. Military bases, workplaces, or academic campuses are all examples of communities within which a program might function. "Varied" means two or more.</i>			

Standard 3 – Teaching

3.A. – Designing Enriched Learning Environments

	3.A.01	I-T-P-K	Always	O, TS, CP
a	Teaching staff, program staff or both work as a team to implement daily teaching and learning activities, included Individualized Family Service Plans (IFSPs), Individualized Education Programs (IEPs), and other individual plans as needed.			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
<i>The intent of this criterion is <u>teamwork</u> in daily practices. Evidence includes things such as how staff functions together in the classroom, and may include (but does not have to include) scheduled meetings for IEPs or IFSPs required for children diagnosed with special needs. Rate as 'N/A' if only one teaching staff member works with the class.</i>				
<i>The intent of this criterion is <u>teamwork</u> in daily practices. Evidence includes things such as how staff functions together in the classroom, and should include (if applicable) how staff work together to implement IEPs or IFSPs required for children diagnosed with special needs. Rate as 'N/A' if only one teaching staff member works with the class.</i>				

	3.A.06	T-P-K	Random	O, CP
a	Teachers create classroom displays that help children reflect on and extend their learning.			<input type="checkbox"/> Yes <input type="checkbox"/> No
b	They ensure that children's recent works predominate in classroom displays (e.g., art, emergent writing, graphic representation, and three-dimensional creations) and that			<input type="checkbox"/> Yes <input type="checkbox"/> No
<i>"Predominate" means appears in the majority or in more than half of the displays.</i>				
c	some displays are at children's eye level.			<input type="checkbox"/> Yes <input type="checkbox"/> No
<i>One or more display areas are at children's eye level.</i>				
<i>Evidence could include but is not limited to: current works of art/expression on display, display areas that are created around current curriculum topics or areas of interest for children.</i>				

	3.A.07	T-P-K	Random	O, CP
a	Teaching staff and children work together to arrange classroom materials in predictable ways so children know where to find things and where to put them away.			<input type="checkbox"/> Yes <input type="checkbox"/> No
<i>Rate this criterion as 'No' if: teachers are doing all of the clean-up; most of the children, most of the time do not help in clean-up activities or do not know (show confusion about) where to store classroom materials.</i>				
<i>Children are allowed to join in the decision making process about where items and classroom materials are going to be stored. Materials currently in use are stored in areas that are accessible to children and may be labeled with words or pictures.</i>				

3.B. – Creating Caring Communities for Learning

	3.B.02	I-T-P-K	Random	O, FS, CP
Teaching staff create and maintain a setting in which children of differing abilities can progress, with guidance, toward increasing levels of:				
a	autonomy,			<input type="checkbox"/> Yes <input type="checkbox"/> No
b	responsibility, and			<input type="checkbox"/> Yes <input type="checkbox"/> No
c	empathy.			<input type="checkbox"/> Yes <input type="checkbox"/> No
<i>Teaching staff differentiate their responses to individual children and help them as needed to be independent, learn to take care of themselves and their own needs, and pay attention to the needs and feelings others. For infants, this may include encouraging them to roll over or reach things on their own as signs of autonomy and responsibility.</i>				

	3.B.11	T-P-K	Random	O, CP
Teaching staff create a climate of mutual respect for children by being interested in their				
a	ideas,			<input type="checkbox"/> Yes <input type="checkbox"/> No
b	experiences, and			<input type="checkbox"/> Yes <input type="checkbox"/> No
c	products.			<input type="checkbox"/> Yes <input type="checkbox"/> No

3.D. – Using Time, Grouping, and Routines to Achieve Learning Goals

	3.D.04	I-T-P-K	Random	O, CP
a	Teaching staff offer children opportunities to interact with children of various ages.			<input type="checkbox"/> Yes <input type="checkbox"/> No

3.D.04	I-T-P-K	Random	O, CP
<i>Rate as 'NoOpp' if the class does not interact with children from a different age category during the observation. Rate as 'No' during the classroom portfolio review if there is no evidence that the children are offered opportunities to interact with children of different ages. Evidence could include but is not limited to: photos, lesson plans, and class books showing interactions with children of other ages. If the program has only one age category examples may include visiting a public park with children of various ages, allowing siblings of different age categories to visit the classroom, etc.</i>			

3.D.05	I-T-P-K	Random	CP
Teachers plan for children to revisit experiences and materials over periods of			
a	days,		<input type="checkbox"/> Yes <input type="checkbox"/> No
b	weeks, and		<input type="checkbox"/> Yes <input type="checkbox"/> No
c	months.		<input type="checkbox"/> Yes <input type="checkbox"/> No
<i>Evidence could include activities around a thematic unit or a set of materials that last for several days, then continue at intervals for weeks or months; for example: a thematic unit on weather that spans all four seasons and includes materials such as thermometers and rain gauges. Evidence could include but is not limited to: lesson plans, planning webs, photos, etc. For infants activities could include re-reading books, age-appropriate fine and gross motor activities, and looking into mirrors.</i>			

3.D.10	T-P-K	Random	O, CP
Teachers organize time and space on a daily basis to allow children to work or play			
a	individually and		<input type="checkbox"/> Yes <input type="checkbox"/> No
b	in pairs,		<input type="checkbox"/> Yes <input type="checkbox"/> No
c	to come together in small groups, and		<input type="checkbox"/> Yes <input type="checkbox"/> No
d	to engage as a whole group.		<input type="checkbox"/> Yes <input type="checkbox"/> No
<i>Evidence could include schedules and lesson plans, small and large group activities, and space in the classroom for children to work and play individually and in pairs.</i>			

3.D.11	T-P-K	Random	O, CP
a	Teachers create opportunities for children to engage in group projects and to learn from one another.		<input type="checkbox"/> Yes <input type="checkbox"/> No
<i>Evidence could include schedules, lesson plans, curriculum webs, or small and large group activities that promote child-to-child engagement. The intent of the criterion is that teachers are intentional in promoting children's ability to learn from each other.</i>			

3.E. – Responding to Children's Interests and Needs

3.E.01	I-T-P-K	Random	O, CP
a	Teaching staff reorganize the environment when necessary to help children explore new concepts and topics, sustain their activities, and extend their learning.		<input type="checkbox"/> Yes <input type="checkbox"/> No
<i>Rate 'NoOpp' if evidence not seen during observation. Evidence could include teaching staff expanding learning centers, moving furniture, etc. to encourage exploration. Examples could also include setting aside a table for children to keep items that are "a work in progress" Lego creations, art projects, etc.</i>			

3.E.02	I-T-P-K	Random	O, CP
Teachers scaffold children's learning by			
a	modifying the schedule.		<input type="checkbox"/> Yes <input type="checkbox"/> No
b	intentionally arranging the equipment, and		<input type="checkbox"/> Yes <input type="checkbox"/> No
c	making themselves available to children.		<input type="checkbox"/> Yes <input type="checkbox"/> No
<i>Examples may include staff members working with a child in an activity center, assisting them with a process that they may not be able to complete without assistance. Examples could also include modifying the schedule and/or lesson plans to practice a skill or to revisit a topic, gradually decreasing teacher support and/or assistance. Evidence could also include written documentation of such practices in anecdotal notes, lesson plans, or child assessment plans.</i>			

3.E.03	I-T-P-K	Random	O, CP
--------	---------	--------	-------

3.E.03	I-T-P-K	Random	O, CP
a	Teachers use children's interest in and curiosity about the world to engage them with new content and developmental skills.		<input type="checkbox"/> Yes <input type="checkbox"/> No
<i>Rate as 'NoOpp' if no evidence is seen in the observation. Look for evidence that activities and materials sometimes diverge from planned curriculum themes to reflect child-initiated topics. Evidence may include show and tell activities, anecdotal notes, lesson plans, and newsletters showing that teaching staff decided to do a unit or study a topic because of a child's interest in the topic (i.e., dinosaurs, space, birds, snow, new babies).</i>			

3.E.04	I-T-P-K	Random	O, CP
a	Teachers use their knowledge of individual children to modify strategies and materials to enhance children's learning.		<input type="checkbox"/> Yes <input type="checkbox"/> No
<i>Rate as 'Yes' if you see that children are engaged in activities, have developmentally appropriate materials and toys and are not frustrated by the activities or materials. Written evidence could include lesson plans, curriculum webs, or schedules with anecdotal notes about individuals, or individual child assessments.</i>			

3.E.08	T-P-K	Random	O, CP
Teachers use their knowledge of children's			
a	social relationships,		<input type="checkbox"/> Yes <input type="checkbox"/> No
b	interests,		<input type="checkbox"/> Yes <input type="checkbox"/> No
c	ideas, and		<input type="checkbox"/> Yes <input type="checkbox"/> No
d	skills		<input type="checkbox"/> Yes <input type="checkbox"/> No
to tailor learning opportunities for groups and individuals.			
<i>Evidence may include observation forms, developmental checklists, intake forms, anecdotal notes; as well as evidence that children's interests and skills are considered during lesson planning, such as a unit or theme that is planned around a child-initiated interest. Look for evidence that teaching staff have knowledge of the children and adapt teaching to meet the specific needs of each child and the class.</i>			

3.F. – Making Learning Meaningful for All Children

3.F.01	I-T-P-K	Random	O, CP
a	Teachers use curriculum in all content and developmental areas as a flexible framework for teaching and to support the development of daily plans and learning experiences.		<input type="checkbox"/> Yes <input type="checkbox"/> No
<i>Evidence may include lesson plans, centers, and curriculum guides. Content areas: language and literacy, large and fine motors skills development, science and technology, music and arts, math, social-emotional development, health and safety, and social studies.</i>			

3.F.02	I-T-P-K	Random	O, CP
a	Play is planned for each day.		<input type="checkbox"/> Yes <input type="checkbox"/> No
<i>Play is not limited to outdoor or gross-motor play. Play is characterized by children's active engagement and enjoyment and their ability to determine how the activity is carried out. Teaching staff are expected to encourage and facilitate active play involving physical movement as well as pretend or dramatic play. Children are expected to have opportunities to play individually and with peers.</i>			

3.F.06	I-T-P-K	Random	FS, CP
a	Teachers offer children opportunities to engage in classroom experiences with members of their families.		<input type="checkbox"/> Yes <input type="checkbox"/> No
<i>Written evidence could include lists of family members who volunteer in the classroom, activities in which family members are invited into the classroom, newsletters in which family members are encouraged to participate in classroom events and activities or policies for families such as "open door" or requests to volunteer.</i>			

3.G. – Using Instruction to Deepen Children's Understanding and Build Their Skills and Knowledge

3.G.01		I-T-P-K	Random	O, CP
a	Teachers have and use a variety of teaching strategies that include a broad range of approaches and responses.			<input type="checkbox"/> Yes <input type="checkbox"/> No
<i>Rate as 'Yes' if assessor observes in observation, or as written evidence, a variety of teaching strategies, such as small and large group activities, teacher-or child-directed activities, "expanding upon" activities, modeling behavior, asking children open-ended questions, and encouraging children to maintain being engaged in activities. Evidence may also include classroom schedules, photos or planning webs of activities that convey a variety of teaching approaches and responses.</i>				

3.G.02		I-T-P-K	Random	O, CP
Teachers use multiple sources (including results of informal and formal assessments as well as children's initiations, questions, interests, and misunderstandings) to				
a	identify what children have learned.			<input type="checkbox"/> Yes <input type="checkbox"/> No
b	adapt curriculum and teaching to meet children's needs and interests.			<input type="checkbox"/> Yes <input type="checkbox"/> No
c	foster children's curiosity.			<input type="checkbox"/> Yes <input type="checkbox"/> No
d	extend children's engagement.			<input type="checkbox"/> Yes <input type="checkbox"/> No
e	support self-initiated learning.			<input type="checkbox"/> Yes <input type="checkbox"/> No
<i>"Multiple sources" means two or more. Evidence could include informal and/or formal assessments. The use of prompting questions and observation done by the teachers may be counted as multiple sources during the observation. If formal assessment is not seen during the observation, examples of informal assessments may include observation, prompting questions, scaffolding, and individualized questioning.</i>				

3.G.03		I-T-P-K	Random	O, CP
As children learn and acquire new skills, teachers				
a	use their knowledge of children's abilities to fine tune their teaching support.			<input type="checkbox"/> Yes <input type="checkbox"/> No
b	Teachers adjust challenges as children gain competence and understanding.			<input type="checkbox"/> Yes <input type="checkbox"/> No
<i>This criterion defines scaffolding in daily teaching practice. Because children are often practicing new skills in the classroom, these teaching practices should be seen in a one-hour observation. Evidence may include lesson plans paired with anecdotal notes, examples of how teachers adjusted challenges in the lesson plans, descriptions, and assessment data.</i>				

3.G.08		T-P-K	Random	O, CP
a	Teachers help children identify and use prior knowledge. They provide experiences that extend and challenge children's current understandings.			<input type="checkbox"/> Yes <input type="checkbox"/> No
<i>Examples could include scaffolding, conversations, field trips, or books created based on shared experiences like taking a class field trip.</i>				

3.G.09		T-P-K	Random	O, CP
Teachers engage in collaborative inquiry with				
a	individual children and			<input type="checkbox"/> Yes <input type="checkbox"/> No
b	small groups of children.			<input type="checkbox"/> Yes <input type="checkbox"/> No
<i>Examples could include asking open-ended questions such as, "What if...", "What do you think will happen next?", "How did that happen?" Evidence could include lesson plans, conversations, child portfolios, "All About Me" books, anecdotal notes, and artwork.</i>				

3.G.11		T-P-K	Random	O, CP
a	Teachers are able to determine the different components of a task and break it into meaningful and achievable parts.			<input type="checkbox"/> Yes <input type="checkbox"/> No
<i>Evidence could include charts or posters showing routines such as hand washing or tooth brushing broken into steps, or other activities (tying shoes, writing alphabet) deconstructed into meaningful and achievable parts that are developmentally appropriate for the age category being served.</i>				

3.G.12		T-P-K	Random	O, CP
Teachers promote children's engagement and learning by				
a	responding to their need for and interest in practicing emerging skills, and			<input type="checkbox"/> Yes <input type="checkbox"/> No
b	by enhancing and expanding activities that children choose to engage in repeatedly.			<input type="checkbox"/> Yes <input type="checkbox"/> No
<i>Evidence may address how materials and activities are provided to practice emerging skills and expanding activities in which children repeatedly engage.</i>				

Standard 4 – Assessment of Child Progress

4.B. – Using Appropriate Assessment Methods

	4.B.05	I-T-P-K	Always	CP	
Staff developed assessment methods					
a	are aligned with curriculum goals.		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> N/A Check to rate entire criterion as N/A
b	provide an accurate picture of all children’s abilities and progress.		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
c	are appropriate and valid for their stated purposes.		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
d	provide meaningful and stable results for all learners, including English-language learners and children with special needs.		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
e	provide teachers with clear ideas for curriculum development and daily planning.		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
f	are regularly reviewed to be certain that they are providing the needed information.		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<i>Rate as ‘N/A’ if the class does not use staff developed assessment methods. Child portfolios are a common staff-developed assessment method. Self-developed assessment methods may also include observation forms, checklists, or rating scales designed by the teaching staff. Published assessment instruments do not meet this criterion.</i>					

4.C. – Identifying Children’s Interests and Needs and Describing Children’s Progress

	4.C.02	I-T-P-K	Random	TS, CP	
a	Teachers assess the developmental progress of each child across all developmental areas, using a variety of instruments and multiple data sources that address the program’s curriculum areas. Staff with diverse expertise and skills collect information across the full range of children’s experiences.		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<i>Rate as ‘Yes’ if the classroom portfolio includes evidence showing assessment of developmental progress across three or more development areas (e.g., social, emotional, cognitive, physical). A screening instrument alone could meet this criterion. A variety of instruments and multiple data sources are addressed elsewhere and will not be rated here.</i>					

	4.C.03	I-T-P-K	Random	TS, CP	
a	Teachers refer to curriculum goals and developmental expectations when interpreting assessment data.		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<i>Examples include evidence of linking curriculum to assessment through individual progress notes, assessment reports, lesson plans and activities. Examples of assessment tools and methods are not sufficient evidence for this criterion.</i>					

4.D. – Adapting Curriculum, Individualizing Teaching, and Informing Program Development

	4.D.01	I-T-P-K	Random	TS, CP	
a	Teachers or others who know the children and are able to observe their strengths, interests, and needs on an ongoing basis conduct assessments to inform classroom instruction and to make sound decisions about individual and class curriculum content, teaching approaches, and personal interactions.		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<i>Rate as ‘Yes’ if the classroom portfolio contains evidence that teachers or other staff conduct assessment, rather than specialized assessment staff who do not work with the child on a regular basis. Acceptable evidence could include examples of how information from an observational assessment the teachers conducted was used to create an individualized activity or an individualized teaching approach.</i>					

	4.D.03	I-T-P-K	Always	O, TS, CP	
a	Teachers interact with children to assess their strengths and needs to inform curriculum development and individualize teaching.		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	

4.D.03	I-T-P-K	Always	O, TS, CP
<i>Teachers' intentional observations/interactions with children meet this criterion. It is not necessary to witness teaching staff using an assessment tool.</i>			
4.D.07	T-P-K	Random	O, CP
a	Teachers talk and interact with individual children and encourage their use of language to inform assessment of children's strengths, interests and needs.		<input type="checkbox"/> Yes <input type="checkbox"/> No
<i>This criterion is about how teachers assess language development through conversations with each child individually. Conversation: mutual listening and talking, done in turn, between two or more people, about a common topic of interest.</i>			
<i>Rate as 'Yes' if you observe interaction being used to inform assessment of any ONE of these areas: children's strengths, interests, needs.</i>			

4.D.08	T-P-K	Random	TS, CP
a	Teachers observe and document children's work, play, behaviors, and interactions to assess progress. They use the information gathered to plan and modify the curriculum and their teaching.		<input type="checkbox"/> Yes <input type="checkbox"/> No
<i>Rate as 'Yes' if teacher's observations are used to modify any ONE of these areas: children's work, play, behaviors, or interactions. Written evidence may include but is not limited to anecdotal notes, notes of teachers' observations or interactions with children.</i>			

4.E. – Communicating with Families and Involving Families in the Assessment Process

4.E.01	I-T-P-K	Always	FS, TS, CP
a	Families have ongoing opportunities to share the results of observations from home to contribute to the assessment process.		<input type="checkbox"/> Yes <input type="checkbox"/> No
<i>Information solicited one time only at enrollment is not considered to be "on going" unless there are additional opportunities for families to update such information over time. Acceptable evidence should show or describe at least 2 examples of ongoing opportunities for families to contribute home observations to the assessment process.</i>			

4.E.03	I-T-P-K	Random	FS, TS, CP
a	Teachers, families, and relevant specialists have regular opportunities to participate in two-way communication conferences to discuss each child's progress, accomplishments, difficulties in the classroom and at home as well as to plan learning activities.		<input type="checkbox"/> Yes <input type="checkbox"/> No
<i>Two-way communication conferences are not limited to face to face discussions. Regular opportunity includes an open door policy, not just scheduled conference.</i>			

Standard 7 – Families

7.B. – Sharing Information Between Staff and Families

7.B.05	I-T	Random	O, FS, TS, CP
a	Program staff communicate with families on a daily basis regarding infants' and toddlers'/twos' activities and developmental milestones, shared caregiving issues, and other information that affects the well-being and development of their children. Where in-person communication is not possible, program staff communicate through established alternative means.		<input type="checkbox"/> Yes <input type="checkbox"/> No
<i>Look for evidence of a daily report communicating individual child activities and milestones to families -- not just caregiving tasks or issues, and not just class activities.</i>			

Standard 9 – Physical Environment

9.A. – Indoor and Outdoor Equipment, Materials, and Furnishings

9.A.07	I-T-P-K	Random	O, CP
--------	---------	--------	-------

9.A.07	I-T-P-K	Random	O, CP
a	Staff organize and group materials on low, open shelves to encourage children to use them independently.		<input type="checkbox"/> Yes <input type="checkbox"/> No
b	Staff rotate and adapt materials to promote learning and extend children's play opportunities.		<input type="checkbox"/> Yes <input type="checkbox"/> No
<i>Rate 'Yes' if evidence is seen that materials are rotated OR adapted. Evidence of rotated materials: different toys or materials stored on shelves or in closets; curriculum webs that reference specials books or equipment for a curriculum unit; or seasonal outdoor equipment. Evidence of adapted materials include, for example, dinosaurs in the sand box; fences covered with paper to make large outdoor easels; tables covered with sheets to make "tents".</i>			