

## NAEYC Program Standards and Accreditation Assessment Items

### Standard 3: Teaching

#### Definition of Standard 3

The program uses a variety of developmentally, culturally, and linguistically appropriate and effective teaching approaches that enhance each child’s learning and development in the context of the program’s curriculum goals.

#### Rationale

Teaching staff who purposefully use multiple instructional approaches optimize children’s opportunities for learning. These approaches include strategies that range from structured to unstructured and from adult directed to child directed. Children bring to learning environments different backgrounds, interests, experiences, learning styles, needs, and capacities.

When selecting and implementing instructional approaches, teachers’ consideration of these differences helps all children learn. Instructional approaches differ in their effectiveness for teaching different elements of curriculum and learning. For a program to address the complexity inherent in any teaching–learning situation, it must use a variety of effective instructional approaches. In classrooms and groups that include teacher assistants, or teacher aides, and specialized teaching and support staff, the expectation is that these teaching staff work as a team.

Whether one teacher works alone or a team works together, the instructional approach creates a teaching environment that supports children’s positive learning and development across all areas.

The Teaching Standard is made up of seven topic areas (3.A, 3.B., 3.C, 3.D, 3.E, 3.F, and 3.G).

#### Topic Areas

- ❖ 3.A—Designing Enriched Learning Environments
- ❖ 3.B—Creating Caring Communities for Learning
- ❖ 3.C—Supervising Children
- ❖ 3.D—Using Time, Grouping, and Routines to Achieve Learning Goals
- ❖ 3.E—Responding to Children’s Interests and Needs
- ❖ 3.F—Making Learning Meaningful for All Children
- ❖ 3.G—Using Instruction to Deepen Children’s Understanding and Build Their Skills and Knowledge

#### 3.A—Designing Enriched Learning Environments

*Topic 3.A emphasizes the need for teachers to work as a team to design an environment that protects children’s health and safety, helps reduce challenging and disruptive behavior, stimulates learning, and provides easy access to learning materials and experiences.*

## Recommended Best Practices

### Criteria in Topic 3.A

3.A.01  
3.A.02  
3.A.03  
3.A.04  
3.A.05  
3.A.07  
3.A.06

When working with young children, it is important that teaching staff work together as a team to carry out daily teaching and learning activities. Teachers also collaborate with administrators, consultants, and other support staff. Teamwork is especially critical when the team must implement individualized family service plans (IFSPs), individualized education programs (IEPs), and other individual plans, as needed.

Effective teaching starts with the teacher's arrangement of the learning environment. First, the classroom arrangement needs to help children stay healthy and safe at all times. In addition, environmental design must accommodate children's basic physical needs for movement, sensory stimulation, fresh air, rest, and nourishment. When these needs are addressed, it is important for teachers to organize space and choose materials so all curriculum content areas are addressed. A crucial goal of classroom arrangement is to stimulate exploration, experimentation, discovery, and conceptual learning.

For toddlers and older children, the ways in which teachers set up classroom spaces and plan the day can help to minimize challenging or disruptive behaviors. The goal is an orderly environment that allows children to play and learn. Daily schedules that include engaging activities and effective transitions between activities create environments in which children may behave well because they know what to expect. Staff and children can also work together to arrange classroom materials in practical, predictable ways, so children know where to find things and where to put them away.

Teachers also make important choices when they decide what is displayed on the walls. Carefully chosen classroom displays can help children reflect on and extend their learning. Children's own recent works should predominate in classroom displays. These could include art, emergent writing, graphs, and three-dimensional creations. It is important that some displays be at children's eye level.

## 3.B—Creating Caring Communities for Learning

*Topic 3.B addresses the development of a responsive and predictable community in which teachers use their knowledge of children's home and classroom lives to inform their teaching and to ensure that children are protected from bias and discrimination.*

### Recommended Best Practices

Caring communities for learning are grounded in teachers' knowledge of each child. This includes knowing children's families and understanding the social, linguistic, and cultural contexts in which the children live. Teachers develop individual relationships with children by providing care that is responsive, attentive, consistent, comforting, supportive, and culturally sensitive. Teachers are responsible for assuring that teaching practices, curriculum approaches, and classroom materials do not present stereotypes, but instead respect diversity in gender, sexual orientation, age, language, ability, race, religion, family structure, background, and culture.

Teachers who care for infants can create a climate of respect by looking for, listening to, and responding to babies' verbal and nonverbal cues. Staff can individualize the care routines of infants, toddlers, and twos (e.g., learning to use the toilet and to feed oneself) by incorporating family practices, whenever possible, and by respecting the family's preferred language and home culture. For toddlers and older children, teaching

### Criteria in Topic 3.B

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3.B.08  
3.B.12

staff also contribute to a climate of mutual respect by showing interest in children’s ideas, experiences, and work or creative products. Preschool and kindergarten children should be given opportunities to affect what happens in the classroom through participation in decision making about classroom behavior, plans, and activities.

Teachers should help individual children learn socially appropriate behavior by providing guidance that is consistent with a child’s level of development. In their interactions with children, teachers guide them toward increasing independence, responsibility, and empathy. To accomplish this, teachers need to be consistent and predictable when they manage behavior and implement classroom rules and expectations.

When a teacher must respond to a child’s challenging, unpredictable, or unusual behavior, the response should reflect the teacher’s knowledge of the child’s home life and classroom experiences. Good teachers notice patterns in children’s challenging behaviors, so they can assess the function of a behavior and provide thoughtful, consistent, and individualized responses whenever they occur. These responses include positive behavior support strategies. Teachers also involve families and other professionals, as needed, to develop individualized plans to address difficult behaviors.

### 3.C—Supervising Children

*Topic 3.C details requirements for the safe supervision of children. Attention to the physical design of the indoor and outdoor environments, as well as attention to the factors that affect children’s health and safety, is essential to proper supervision.*

#### Recommended Best Practices

Criteria in Topic 3.C
3.C.01
3.C.02
3.C.03
3.C.04
3.C.05

For the safety of all children, teaching staff should be in the habit of positioning themselves in classrooms and outdoor environments to be able to see as many children as possible.

Infants, toddlers, and 2-year-olds must be supervised by sight and sound at all times. Accredited programs are required to maintain compliance with this practice. When infants, toddlers, and twos are sleeping, programs may use mirrors, video, or sound monitors to augment supervision in sleeping areas; however, such devices may not replace direct visual and auditory supervision. Teaching staff must be aware of, and positioned so they can hear and see, any sleeping infants, toddlers, and twos for

whom they are responsible, especially when the teachers are also actively engaged with children who are awake. Sides of cribs should be checked to ensure that they are up and locked (3.C.03).

Teaching staff must supervise preschool and kindergarten children by sight most of the time. Supervision by sound alone is also permissible for short intervals, as long as teachers check frequently on children who are out of sight (e.g., those who can use the toilet independently, who are in a library area, or who are napping). Accredited programs are required to maintain compliance with this practice. If kindergarten children are doing tasks in a safe environment (e.g., taking the attendance report to the office), teachers may allow them to be out of their sight and sound supervision for a short period of time. However, staff should check on children when they do not return promptly to the group or if the adult at a child’s destination does not confirm the child’s arrival.

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

*Topic 3.D addresses effective use of time, grouping, and routines to achieve program and child learning goals.*

#### Recommended Best Practices

The daily routines of group and individual child care and early education offer many opportunities for learning and development. Each day, children should expect to have the time and the materials needed to select their own activities. Teachers organize both time and space so that children have daily opportunities to play individually, in pairs, and in small groups. Toddlers and older children also need daily opportunities to come together as a whole group. For children of all ages, including infants, it is important to schedule time each day for outdoor activities (except when conditions pose a health risk).

Teaching staff help children follow a predictable but flexible daily routine by providing time and support for transitions. They create opportunities for children to engage in group projects and to learn from one another. Teachers plan for children to revisit experiences and materials over periods of days, weeks, and months. Children are given opportunities to interact with other children of various ages.

Routine care times can be used to facilitate children’s self-awareness, language, and social interaction. For example, during meal or snack times, one or more teachers sit and eat with toddlers, twos, and preschoolers; the adults engage the children in conversation. For kindergartners, even during snack and mealtimes that occur in cafeterias, much learning takes place when teachers or other adults (lunchroom staff, parent volunteers) sit, eat, and converse with the children. When meals are provided by a program, they should be served family style. Cleanup routines are important opportunities to foster responsibility and practical skills. Teaching staff should coach and support toddlers and older children as they learn to participate in daily cleanup and maintenance of the classroom.

Criteria in  
Topic 3.D

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### 3.E—Responding to Children’s Interests and Needs

*Topic 3.E addresses a variety of ways in which teachers modify the environment, teaching approaches, learning opportunities, and scheduling as they respond to the interests and needs of children.*

#### Recommended Best Practices

Not all learning happens according to a planned curriculum or a set schedule. Teachers can and should use children’s interest in and curiosity about the world to engage them with new content and developmental skills. Teachers reorganize the environment, when necessary, to help children explore new concepts and topics, sustain their activities, and extend their learning. They scaffold children’s learning by modifying the schedule, intentionally arranging the equipment, and making themselves available to children. Teachers use their knowledge of individual children to modify strategies and materials to enhance an individual child’s learning.

Infants’ schedules, routines, and learning experiences should be influenced by their individual needs and interests. For example, infants who show interest or pleasure in an activity are encouraged and supported in prolonging that activity. Teaching staff

Criteria in  
Topic 3.E

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3.E.09

actively seek to understand infants' needs and desires by recognizing and responding to their nonverbal cues and by using simple language.

Teachers can use their knowledge of toddler and older children's social relationships, interests, ideas, and skills to tailor learning opportunities for groups and individuals. Throughout the day, staff should actively seek out children's ideas. They learn how children understand their world by observing, talking with, and listening to them.

### 3.F—Making Learning Meaningful for All Children

*Topic 3.F addresses teaching that is responsive not only to what children know and what they want to learn, but also to family and cultural needs and to community values.*

#### Recommended Best Practices

The learning goals for an excellent program recognize that children come to the learning environment from a family, a culture, and a community. Learning is most effective when it is relevant to each child's life. To this end, when working with children of any age, teachers should start by using a comprehensive curriculum as a flexible framework for teaching. The curriculum covers all content and developmental areas and supports the development of daily plans and learning experiences that are developmentally appropriate. As an essential element for young children, play is planned for each day.

#### Criteria in Topic 3.F

- 3.F.01
- 3.F.02
- 3.F.03
- 3.F.05
- 3.F.06
- 3.F.04
- 3.F.07

Families are essential contributors to an excellent learning plan. Teachers and families work together to help children participate successfully in the early childhood setting. This is especially important when professional values and practices differ from family values and practices. Teaching staff should support the development and maintenance of children's home language whenever possible. They offer children opportunities to engage in classroom experiences with members of their families.

Language development drives and mediates the responsiveness of the learning framework. Teachers can help children understand spoken language—particularly when children are learning a new language—by using pictures, familiar objects, body language, and physical cues.

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

*Topic 3.G addresses teachers' incorporation of a broad range of approaches and diverse teaching strategies that are responsive to the learning needs of the children in their classroom.*

#### Recommended Best Practices

When working with children of any age, teachers should have and use a variety of teaching strategies that include a broad range of approaches and responses. Teachers use multiple sources of information—including results of informal and formal assessments as well as children's initiations, questions, interests, and misunderstandings—to identify what children have learned. They adapt curriculum and teaching to meet children's needs and interests, to foster children's curiosity, to extend children's engagement, and to support self-initiated learning.

Teachers who work with infants observe them and exchange information about their abilities with their families and with other professionals (after getting family consent) who are involved in the

Criteria in  
Topic 3.G

- 3.G.01
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- 3.G.11
- 3.G.12
- 3.G.09
- 3.G.12
- 3.G.14

infants' care. Teachers use the information to plan opportunities and provide materials that challenge infants to develop socially, physically, linguistically, and cognitively.

Teachers employ both teacher-initiated and child-initiated interactions and activities to support and challenge children's learning. They help children enter into and sustain play. As children learn and acquire new skills, teachers use their knowledge of the children's abilities to fine-tune their teaching support. Teachers adjust challenges as children gain competence and understanding.

When working with toddlers and older children, teachers use their knowledge of content to pose problems and ask questions that stimulate the children's thinking. They help children express their ideas and build on the meaning of their experiences; for instance, they help children identify and use prior knowledge. They also provide experiences that extend and challenge children's current understandings.

To extend and deepen children's learning, staff join toddlers and older children in learning centers. When they do this, they observe children, position themselves at eye level with the children, and engage the children in conversations. Teachers promote children's engagement and learning by responding to their need for and

interest in practicing emerging skills. For example, teachers break down the different components of a task into meaningful and achievable parts. They enhance and expand activities that children choose to engage in repeatedly. And they often engage in collaborative inquiry with individual children and with small groups of children.

With preschoolers and kindergartners, teachers explicitly teach specific skills. They demonstrate their knowledge of content and developmental areas by creating experiences that engage children in purposeful and meaningful learning related to key curriculum concepts.

**Standard 3 Site Visit Assessment Items**

**Item count summary:** Total items = 56; infant items = 31; toddler items = 45; preschool items = 45; kindergarten items = 44; school-age = 44

**Source of evidence key:** CP = Class Portfolio; CO = Class Observation; PP = Program Portfolio; previsit = previsit evaluation of documentary evidence

**Assessment category key:** (R) = required criterion/item; (E) = emerging practice criterion/item

Topic area Criterion of origin	Item ID	Assessment item Definition, examples, guidance	Source of evidence	Age category
3.A 3.A.01	516	<p>Show or describe two ways in which teaching staff, program staff, and/or consultants work as a team to implement individualized plans for children. Such plans may include any Individualized Family Service Plans (IFSPs) and Individualized Education Programs (IEPs).</p> <p><i>Consultants: Individuals outside of the program who are invited into the program to support staff efforts to meet the needs of children and families.</i></p> <p><i>Examples of individualized plans for children: Behavior management plans, toilet training, plans to meet special feeding or sleeping needs, medication administration plans.</i></p> <p><i>Individualized family service plan (IFSP): A plan to ensure free and appropriate public education (FAPE) for children with developmental delays aged birth to three years, in compliance with the Individuals with Disabilities Education Act (IDEA) Part C.</i></p> <p><i>Individualized education plan (IEP): A plan to ensure free and appropriate public education (FAPE) for children with developmental delays aged three to 21 years, in compliance with the Individuals with Disabilities Education Act (IDEA) Part B.</i></p>	CP	ITPKS
3.A 3.A.02	517	Teachers have arranged their classrooms in a way that protects children’s health and safety.	CO	ITPKS
3.A 3.A.06	532	At least half of the classroom displays show children’s works of writing, art, graphs, or other creations.	CO	TPKS
3.A 3.A.06	534	Show two classroom displays teachers have created to help children reflect on and extend their learning.	CP	ITPKS
3.B 3.B.11	569	Show or describe two activities or lesson plans that encourage children to share their ideas or experiences.	CP	TPKS

<b>Topic area</b> <i>Criterion of origin</i>	<b>Item ID</b>	<b>Assessment item</b> <i>Definition, examples, guidance</i>	<b>Source of evidence</b>	<b>Age category</b>
3.B 3.B.12	572	<p>When a child's ongoing challenging behavior must be addressed, show a written policy including the following steps:</p> <ul style="list-style-type: none"> <li>● Assess the function of the behavior</li> <li>● Work with families and professionals to develop an individualized plan to address the behavior</li> <li>● Include positive behavior support strategies as part of the plan</li> </ul> <p><i>Challenging behavior: "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 &amp; Rasminsky, Challenging Behavior in Young Children: Understanding, Preventing, and Responding Effectively, 4th ed., Pearson Education, 2017)</i></p> <p><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></p> <p><i>Examples of positive behavior support strategies: Removing materials or modifying aspects of the classroom environment that trigger challenging behaviors; creating a predictable daily schedule so children know what to do and when to do it.</i></p>	PP	ITPKS
3.B 3.B.12	1513	<p>Show or describe one example of how your written policy for addressing ongoing challenging behavior has been implemented and followed.</p> <p><i>Challenging behavior: "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 &amp; Rasminsky, Challenging Behavior in Young Children: Understanding, Preventing, and Responding Effectively, 4th ed., Pearson Education, 2017)</i></p> <p><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></p>	PP	ITPKS

<b>Topic area</b> <i>Criterion of origin</i>	<b>Item ID</b>	<b>Assessment item</b> <i>Definition, examples, guidance</i>	<b>Source of evidence</b>	<b>Age category</b>
3.C 3.C.02 (R)	577 (R)	All infants, toddlers, and young twos can be easily heard and seen (if not in the direct line of sight, then by looking up or turning in place) at all times--including when children are sleeping--by at least one member of the teaching staff. Staff does not need to be directly looking at each child at all times to meet the requirement for sight supervision. <i>A single observed failure of this item triggers an assessor write-up on the Required Item Report Form (RIRF1). The program is required to respond following the visit, including submission of a corrective action plan. Upon NAEYC's review and approval of the requested documentation, this item will remain unmet but will not automatically cause failure of the entire site visit assessment. Multiple observed failures of this item during a site visit will result in review of all instances by NAEYC's Scope and Severity Committee.</i>	CO	IT
3.C 3.C.02 (R)	578 (R)	If one or more infant, toddler, or young two year old is out of the direct sight or sound supervision of all teaching staff while in a safe environment, it is for no more than five minutes. <i>Rating Note: If item 3C-577 (above) has been rated Yes, then you must rate this item No Opp. If item 3C-577 has been rated No, then you must rate this item Yes or No. Rate No if one or more infants, toddlers, or young twos are out of direct sight or sound supervision for more than 5 minutes, even in a safe environment. Failure of this item triggers an assessor write-up on the Required Item Report Form (RIRF1). The program is required to respond following the visit, including submission of a corrective action plan. The program documentation is then reviewed by NAEYC's Scope and Severity Committee. The outcome of Scope and Severity Committee review might be (1) failure of this item and automatic failure of the entire site visit assessment; or (2) the item is ruled to be passing.</i>	CO	IT
3.C 3.C.02 (R)	579 (R)	Show that your written supervision policy for infants, toddlers and young twos states that teachers must be able to see and hear all of the children at a times.	PP	IT
3.C 3.C.03	583	If any infant, toddler, or young two year old is sleeping, staff position themselves so someone can always hear and see them. <i>Rate No Opp if no infants, toddlers, or young twos are sleeping during the observation.</i>	CO	IT
3.C 3.C.03	584	If your program uses mirrors, video, or sound monitors to make it easier to see and hear sleeping infants, toddlers, or twos, show or describe what staff procedures are in place to assure that these devices DO NOT REPLACE the direct sight and sound supervision required at all times for children of this age.	PP	IT

<b>Topic area</b> <i>Criterion of origin</i>	<b>Item ID</b>	<b>Assessment item</b> <i>Definition, examples, guidance</i>	<b>Source of evidence</b>	<b>Age category</b>
3.C 3.C.03	586	Your program's written supervision policy requires staff to position themselves so someone can always hear and see any sleeping infants, toddlers, or twos including when staff are engaged with other children who are awake.	PP	IT
3.C 3.C.04 (R)	587 (R)	Teachers of preschoolers keep these children in sight most of the time, with the exception of brief periods (up to five minutes, in a safe environment -- such as child's use of the toilet) when a child cannot be seen but can still be heard. <i>A single observed failure of this item triggers an assessor write-up on the Required Item Report Form (RIRF1). The program is required to respond following the visit, including submission of a corrective action plan. Upon NAEYC's review and approval of the requested documentation, this item will remain unmet but will not automatically cause failure of the entire site visit assessment. Multiple observed failures of this item during a site visit will result in review of all instances by NAEYC's Scope and Severity Committee.</i>	CO	P
3.C 3.C.04 (R)	588 (R)	If a preschooler is out of direct sight or sound supervision of all teaching staff, it is for no more than ten minutes and the child is in a safe environment. <i>Rating Note: If item 3C.587 (above) has been rated Yes, then you must rate this item No Opp. If item 3C.587 has been rated No, then you must rate this item Yes or No. Rate No if one or more preschoolers are out of direct sight or sound supervision for more than 10 minutes. Also rate NO if any child is out of sight or sound supervision for any amount of time in an unsafe environment. Failure of this item triggers an assessor write-up on the Required Item Report Form (RIRF1). The program is required to respond following the visit, including submission of a corrective action plan. The program documentation is then reviewed by NAEYC's Scope and Severity Committee. The outcome of Scope and Severity Committee review might be (1) item is ruled to be failing, and causes automatic failure of the entire assessment; or (2) the item is ruled to be passing.</i>	CO	P
3.C 3.C.04 (R)	589 (R)	Show that your written supervision policy requires that teachers supervise preschoolers, kindergartners, and school-age children by keeping them in sight most of the time. Supervision for short intervals by sound is permissible as long as teachers frequently check on children who are out of sight.	PP	PKS
3.C 3.C.02 3.C.04 3.C.05	590 (E)	Show and describe how staff monitor and document the appropriate supervision of children throughout the day.	PP	ITPKS

Topic area Criterion of origin	Item ID	Assessment item <i>Definition, examples, guidance</i>	Source of evidence	Age category
3.C 3.C.05	591 (R)	<p>Teachers of kindergartners and school-age children keep these children within sight and/or hearing most of the time. A teacher may allow kindergartners and school-agers to leave their supervision (out of sight and sound) for up to 10 minutes so long as they are in a safe environment (e.g., go to hall bathroom; report to school nurse office).</p> <p><i>Failure of this item triggers an assessor write-up on the Required Item Report Form (RIRF1). The program is required to respond following the visit, including submission of a corrective action plan. The program documentation is then reviewed by NAEYC's Scope and Severity Committee. The outcome of Scope and Severity Committee review might be (1) item is ruled to be failing, and causes automatic failure of the entire assessment; or (2) the item is ruled to be passing.</i></p>	CO	KS
3.C.05	593	<p>Show that your written supervision policy states that:</p> <ul style="list-style-type: none"> <li>•Staff may permit kindergartners and school-age children to leave the teacher's supervision (out of sight and sound) for no more than 10 minutes so long as the children are in a safe environment (e.g., go to hall bathroom; report to school nurse office).</li> <li>•The teacher checks on any children who do not promptly (within 10 minutes) return to the group as expected or if an adult at the child's destination doesn't confirm his or her arrival.</li> </ul>	PP	KS
3.C 3.C.02 (R)	1543 (R)	<p>If one or more infant, toddler, or young two year old cannot be easily heard and seen at all times by at least one member of the teaching staff, the child(ren) is/are in a safe environment.</p> <p><i>Rating Note: If item 3C-577 (above) has been rated Yes, then you must rate this item No Opp.</i></p> <p><i>If item 3C-577 has been rated No, then you must rate this item Yes or No.</i></p> <p><i>Rate No if one or more infants, toddlers, or young twos are out of direct sight or sound supervision for any length of time, <u>AND</u> this is taking place in an unsafe environment.</i></p> <p><i>Examples of situations leading to Yes ratings: (1) child is behind a structure in an adult-occupied, enclosed classroom; (2) child is not visible behind a utility shed on a securely enclosed playground at the program facility when staff are present.</i></p> <p><i>Failure of this item triggers an assessor write-up on the Required Item Report Form (RIRF1). The program is required to respond following the visit, including submission of a corrective action plan. The program's documentation is then reviewed by NAEYC's Scope and Severity Committee. The outcome of Scope and Severity Committee review might be (1) failure of this item and automatic failure of the entire site visit assessment; or (2) the item is ruled to be passing.</i></p>	CO	IT

<b>Topic area</b> <i>Criterion of origin</i>	<b>Item ID</b>	<b>Assessment item</b> <i>Definition, examples, guidance</i>	<b>Source of evidence</b>	<b>Age category</b>
3.C 3.C.04 (R)	1601 (R)	<p>If a preschooler is out of the direct sight <b>and</b> sound supervision of all teaching staff, it is for no more than 1 minute, and the child is in a safe environment.</p> <p><i>Rating Note: If item 3C-587 (above) has been rated Yes, then you must rate this item No Opp.</i></p> <p><i>If item 3C-587 has been rated No, then you must rate this item Yes or No.</i></p> <p><i>Rate No if one or more preschoolers are out of direct sight and sound supervision for more than one minute. Also rate NO if any child is out of sight AND sound supervision for any amount of time in an unsafe environment.</i></p> <p><i>Failure of this item triggers an assessor write-up on the Required Item Report Form (RIRF1). The program is required to respond following the visit, including submission of a corrective action plan. The program documentation is then reviewed by NAEYC's Scope and Severity Committee. The outcome of Scope and Severity Committee review might be (1) item is ruled to be failing, and causes automatic failure of the entire assessment; or (2) the item is ruled to be passing.</i></p>	CO	P
3.D 3.D.05	603	<p>Show two examples of lesson plans in which preschool, kindergarten, and school-age children experience change in materials or events across a period of several days.</p> <p><i>Lesson plan: Broadly defined as a guide for teaching staff to implement learning activities and opportunities. Lesson plans should include learning goal(s), methods/procedures for reaching the learning goals, and a method for evaluating how well the learning goal(s) were achieved. Lesson plans may be documented through written daily/weekly/monthly planning documents, curriculum webbing, reflection/evaluation documents.</i></p>	CP	PKS
3.D 3.D.08	616	<p>Teachers show children how to perform daily cleanup and maintenance jobs in the classroom.</p> <p><i>Rate No Opp if daily cleanup and maintenance jobs do not take place during the observation. Rate No if daily cleanup and maintenance jobs are observed and staff do not demonstrate these tasks to children.</i></p>	CO	TPKS
3.D 3.D.09	617	<p>Teachers allow the right amount of time for children to smoothly transition from one activity to the next.</p> <p><i>Rate No Opp if no opportunity for transitions is present during the observation.</i></p>	CO	TPKS
3.D 3.D.10	623	<p>Show or describe two examples of how you organize time or space so children can play or work alone.</p> <p><i>Play: Children's active engagement and enjoyment of an activity and their ability to determine how the activity is carried out.</i></p>	CP	TPKS

<b>Topic area</b> <i>Criterion of origin</i>	<b>Item ID</b>	<b>Assessment item</b> <i>Definition, examples, guidance</i>	<b>Source of evidence</b>	<b>Age category</b>
3.D 3.D.11	629	Show two lesson plans that provide children with opportunities to engage in group projects. <i>Lesson plan: Broadly defined as a guide for teaching staff to implement learning activities and opportunities. Lesson plans should include learning goal(s), methods/procedures for reaching the learning goals, and a method for evaluating how well the learning goal(s) were achieved. Lesson plans may be documented through written daily/weekly/monthly planning documents, curriculum webbing, reflection/evaluation documents.</i> <i>Examples of group projects: Activities that require children to work collaboratively to achieve a goal or create a finished product.</i>	CP	ITPKS
3.D 3.D.11	630	Show two lesson plans that provide children with opportunities to learn from one another.	CP	ITPKS
3.D 3.D.05	1598	Show two examples of lesson plans in which preschool, kindergarten, and school-age children experience change in materials or events across a period of several weeks. <i>Lesson plan: Broadly defined as a guide for teaching staff to implement learning activities and opportunities. Lesson plans should include learning goal(s), methods/procedures for reaching the learning goals, and a method for evaluating how well the learning goal(s) were achieved. Lesson plans may be documented through written daily/weekly/monthly planning documents, curriculum webbing, reflection/evaluation documents.</i>	CP	PKS
3.D 3.D.05	1599	Show two examples of lesson plans in which preschool, kindergarten, and school-age children experience change in materials or events across a period of months. <i>Lesson plan: Broadly defined as a guide for teaching staff to implement learning activities and opportunities. Lesson plans should include learning goal(s), methods/procedures for reaching the learning goals, and a method for evaluating how well the learning goal(s) were achieved. Lesson plans may be documented through written daily/weekly/monthly planning documents, curriculum webbing, reflection/evaluation documents.</i>	CP	PKS
3.D 3.D.05	1600	Show or describe two examples of lesson plans in which infants and toddlers revisit experiences and materials across periods of days or weeks. <i>Lesson plan: Broadly defined as a guide for teaching staff to implement learning activities and opportunities. Lesson plans should include learning goal(s), methods/procedures for reaching the learning goals, and a method for evaluating how well the learning goal(s) were achieved. Lesson plans may be documented through written daily/weekly/monthly planning documents, curriculum webbing, reflection/evaluation documents.</i>	CP	IT

<b>Topic area</b> <i>Criterion of origin</i>	<b>Item ID</b>	<b>Assessment item</b> <i>Definition, examples, guidance</i>	<b>Source of evidence</b>	<b>Age category</b>
3.E 3.E.01	635	Teachers rearrange the classroom, when necessary, to help children explore new concepts or topics. <i>Rate No Opp if it is not necessary for teachers to rearrange the classroom to help children explore new concepts or topics during the observation. Rate No if it becomes necessary for teachers to rearrange the classroom to help children explore new concepts or topics during the observation and teachers do not do so.</i> <i>Examples of rearranging the classroom: Staff expand learning centers or move furniture.</i> <i>Learning centers: Defined areas within a classroom that are prepared with a selection of materials that promote learning in a specific content area, such as art or science.</i> <i>Examples of learning centers: Blocks/construction, writing table, woodworking, library, creative arts, manipulatives, science and collections.</i>	CO	ITPKS
3.E 3.E.01	636	Teachers rearrange the classroom, when necessary, so children can continue doing an activity. <i>Rate No Opp if it is not necessary for teachers to rearrange the classroom so children can continue doing an activity during the observation. Rate No if it becomes necessary for teachers to rearrange the classroom so children can continue doing an activity and teachers do not do so.</i> <i>Examples of rearranging the classroom: Staff expand learning centers or move furniture.</i> <i>Learning centers: Defined areas within a classroom that are prepared with a selection of materials that promote learning in a specific content area, such as art or science.</i> <i>Examples of learning centers: Blocks/construction, writing table, woodworking, library, creative arts, manipulatives, science and collections.</i>	CO	ITPKS
3.E 3.E.02	642	Show or describe one example of a time you modified the class schedule, when necessary, to scaffold children’s learning.	CP	ITPKS
3.E 3.E.02	643	Show or describe one example of how you intentionally rearranged classroom equipment, when necessary, to scaffold children’s learning.	CP	ITPKS
3.E 3.E.03	645	Teachers depart from planned activities if children show an interest in a different topic or activity. <i>Rate No Opp if children do not show an interest in a different topic or activity than the one planned for the day during the observation. Rate No if children do show an interest in a different topic or activity and teachers do not depart from the planned activities for the day during the observation.</i>	CO	ITPKS
3.E 3.E.03	646	Show or describe one example of how you changed a lesson plan if children showed interest in a different topic or activity.	CP	ITPKS

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3.E 3.E.04	647	Teachers adapt their teaching strategies to best fit each child’s learning style. <i>Rate as Yes if children are engaged in activities and are not frustrated by the activities.</i> <i>Examples of teaching strategies: 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 their engagement in activities.</i> <i>Learning style: Each person’s preferred way of taking in and remembering new information.</i> <i>Examples of learning styles: Visual, auditory, kinesthetic, sequential, reflective.</i>	CO	ITPKS
3.E 3.E.04	648	Teachers modify classroom materials, when necessary, to fit each child’s learning style. <i>Rate No Opp if it is not necessary for teachers to modify classroom materials to fit each child's learning style during the observation. Rate No if it becomes necessary for teachers to modify classroom materials to fit each child's learning style and the teachers do not do so.</i> <i>Learning style: Each person’s preferred way of taking in and remembering new information.</i> <i>Examples of learning styles: Visual, auditory, kinesthetic, sequential, reflective.</i>	CO	ITPKS
3.E 3.E.04	649	Show or describe one example of how you adapt your teaching strategies to best fit each child’s learning style. <i>Examples of teaching strategies: 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 their engagement in activities.</i> <i>Learning style: Each person’s preferred way of taking in and remembering new information.</i> <i>Examples of Learning Styles: Visual, auditory, kinesthetic, sequential, reflective.</i>	CP	ITPKS
3.E 3.E.04	650	Show or describe one example of how you modify classroom materials, when necessary, to best fit each child’s learning style. <i>Learning style: Each person’s preferred way of taking in and remembering new information.</i> <i>Examples of learning styles: Visual, auditory, kinesthetic, sequential, reflective.</i>	CP	ITPKS
3.E 3.E.06	653	When an infant shows interest or pleasure in an activity, teachers help prolong the activity through encouragement or active involvement.	CO	I

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3.E 3.E.08	656	Teachers sometimes customize learning experiences, based on their knowledge of the children’s social relationships. <i>Rate No Opp unless there is clear evidence of an opportunity for teacher to do this. Look for evidence that teaching staff have knowledge of the children and adapt teaching to meet the specific needs of each child and the group.</i> <i>Examples of learning experiences: Experiments, music recitals or dramatic arts, performances, conversations, field trips.</i>	CO	TPKS
3.E 3.E.08	660	Show or describe one example of how you have customized a learning experience based on your knowledge of a child’s ideas and interests.	CP	TPKS
3.E 3.E.08	661	Show or describe one example of how you have customized a learning experience, based on your knowledge of a child’s skills. <i>Skills: Toothbrushing, assembling a puzzle, putting on a coat, holding a pencil, or any other skill that the children are learning.</i>	CP	TPKS
3.F 3.F.06	676	Show two examples of classroom experiences you have created that involve members of children’s families.	CP	ITPKS
3.F 3.F.07	678	Teachers have conversations with the children about their experiences. <i>Conversation: Mutual listening and talking, done in turn, between two or more people, about a common topic of interest.</i>	CO	TPKS
3.G 3.G.03	691	As a child refines skills or gains a new skill, teachers fine-tune their teaching support to advance that child’s further learning (scaffolding). <i>Rate No Opp if there are no opportunities for children to refine or learn new skills. Rate No if there are missed opportunities for teachers to fine-tune their teaching support as children refine or learn new skills.</i> <i>Examples of teaching supports related to scaffolding: Teaching staff assist in making a plan to attempt new tasks, divide tasks into simpler tasks, or ask prompting questions to promote thinking about the task and problem solving.</i> <i>Scaffolding: Teachers “provide assistance and/or add support to enable each child to master a challenge just beyond his current level. The teacher gradually reduces the support as the child is able to proceed independently.” (Copple &amp; Bredekamp, eds., Developmentally Appropriate Practice in Early Childhood Programs Serving Children Birth Through Age Eight, 3rd ed., NAEYC, p. 154)</i>	CO	ITPKS

<b>Topic area</b> <i>Criterion of origin</i>	<b>Item ID</b>	<b>Assessment item</b> <i>Definition, examples, guidance</i>	<b>Source of evidence</b>	<b>Age category</b>
3.G 3.G.03	692	As a child refines skills or gains a new skill, teachers advance that child's further learning by making the activity a little more difficult (scaffolding). <i>Rate No Opp if there are no opportunities for children to refine or learn new skills.</i> <i>Rate No if there are missed opportunities for teachers to advance a child's learning by making the activity a little more difficult as children refine or learn new skills.</i> <i>Skills: Toothbrushing, assembling a puzzle, putting on a coat, holding a pencil, or any other skill that the children are learning.</i> <i>Scaffolding: Teachers "provide assistance and/or add support to enable each child to master a challenge just beyond his current level. The teacher gradually reduces the support as the child is able to proceed independently." (Copple &amp; Bredekamp, eds., Developmentally Appropriate Practice in Early Childhood Programs Serving Children Birth Through 8, 3rd ed., NAEYC, p. 154)</i>	CO	ITPKS
3.G 3.G.03	694	Show or describe one example of how you have made activities a little more difficult, as children refine skills or gain new skills, to advance each child's further learning (scaffolding). <i>Skills: Toothbrushing, assembling a puzzle, putting on a coat, holding a pencil, or any other skill that the children are learning.</i> <i>Scaffolding: Teachers "provide assistance and/or add support to enable each child to master a challenge just beyond his current level. The teacher gradually reduces the support as the child is able to proceed independently." (Copple &amp; Bredekamp, eds., Developmentally Appropriate Practice in Early Childhood Programs Serving Children Birth Through 8, 3rd ed., NAEYC, p. 154.</i>	CP	ITPKS
3.G 3.G.07	702	Teachers use their knowledge of curriculum content to pose problems and ask questions that stimulate the children to think.	CO	TPKS
3.G 3.G.07	703	Teachers help children express their ideas about curriculum content and build on the meaning of their experiences.	CO	TPKS
3.G 3.G.08	704	Teachers help children identify and use what they already know (prior knowledge).	CO	TPKS
3.G 3.G.08	705	Teachers provide learning experiences that extend and challenge children's current understanding of the world. <i>Examples of learning experiences: Experiments, performing arts, conversations, field trips.</i>	CO	TPKS
3.G 3.G.08	707	Show one lesson plan that extends and challenges children's current understanding of the world.	CP	TPKS
3.G 3.G.09	710	Show or describe how you engage in collaborative inquiry, sometimes with individual children and sometimes with small groups of children. <i>Collaborative inquiry ("co-inquiry"): A teaching method in which teachers and children together learn about something by asking questions, engaging in discussions, gathering and assessing data, and determining next steps for answering new questions.</i> <i>Small group: Two to six children.</i>	CP	TPKS

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3.G 3.G.11	715	<p>Show or describe one lesson plan of a skill you taught by breaking it down into meaningful and achievable parts.</p> <p><i>Lesson plan: Broadly defined as a guide for teaching staff to implement learning activities and opportunities. Lesson plans should include learning goal(s), methods/procedures for reaching the learning goals, and a method for evaluating how well the learning goal(s) were achieved. Lesson plans may be documented through written daily/weekly/monthly planning documents, curriculum webbing, reflection/evaluation documents.</i></p> <p><i>Examples of skills: Tooth brushing, assembling a puzzle, putting on a coat, holding a pencil, or any other skill that the children are learning.</i></p>	CP	TPKS