Accreditation Observation Tool: All Ages

Program ID#: _____

Visit Date: _____
MM/DD/YYYY

Assessor ID#: _____

Assessor Last Name: _____

Class Name: _____

Class Number: _____

Age category(s) of children in this class:

☐ Infant (0-15 months)　　　☐ Toddler (12-36 months)

☐ Preschool (30 months – 5 years)　　　☐ Kindergarten (K to 1st grade)

Educators present during observation: Write only one name in each space. Additional staff can be added to the end-notes.		
1. ☐FA/CPR	2.	☐FA/CPR
3. ☐FA/CPR	4.	☐FA/CPR
Other adults present during observation: Write only one name in each space. Additional staff can be added to the end-notes.		
1. ☐FA/CPR	2.	☐FA/CPR
3. ☐FA/CPR	4.	☐FA/CPR

Class Observation Time:

Start Time: _____
hh:mm AM/PM

End Time: _____
hh:mm AM/PM

Time Exception:

Use the space provided to describe additional time spent collecting environmental ratings in areas not seen during the 60-minute observation period.

Areas Assessed	Observation	Time Exception	
Indoor Classroom	☐	☐	
Outdoor Classroom	☐	☐	
Indoor Gross Motor	☐	☐	
Outdoor Playground	☐	☐	
Library	☐	☐	
Communal Activity Area	☐	☐	
Gymnasium	☐	☐	
Sleeping/Napping Area	☐	☐	
Gallery/Exhibit Space	☐	☐	
Corridors/Stairwells	☐	☐	
Art Studio	☐	☐	
Bathrooms – Outside Classroom	☐	☐	
Bathrooms – Inside Classroom	☐	☐	
Other:	☐	☐	
Other:	☐	☐	

Accreditation Observation Tool: All Ages

Safe Infant Sleep – Alternative Sleeping Positions Authorized

☐ N/A – There are no infants less than 12 months in this class.

☐ There are no physician authorizations for infants younger than 12 months in this class.

☐ One or more infants under 12 months has a physician's authorization in this class.

Child's First Initial, Last Name	Date of Birth	Verified
		☐
		☐
		☐

IEPs, IFSPs, and 504 Plans

Are there children with disabilities in the class today?	Yes ☐	No ☐
Are there children with disabilities in the class, although not here today?	Yes ☐	No ☐

☐ Specific learning disability   ☐ Multiple disabilities

☐ Speech/language impairment   ☐ Hearing impairment/Deafness

☐ Other health impairment   ☐ Orthopedic impairment

☐ Autism spectrum disorder   ☐ Visual impairment/blindness

☐ Intellectual disability   ☐ Traumatic brain injury

☐ Emotional disturbance   ☐ Deaf-blindness

☐ Developmental Delay   ☐ Other:

Notes:

Educator Notes

Ask lead educator(s) if there is anything important that they feel you should know before you begin the observation and if there is anything unusual or out of the ordinary that you should be aware of. Use this space to record their response.

Reliability Check?   Yes ☐   No ☐

Accreditation Observation Tool: All Ages

Safety Concerns

☐ **No safety concerns were identified during the observation period.**

☐ **At the end of the observation period the following safety concerns were communicated to the educator(s) present:**

Type of Safety Concern	Location and Description
☐ Choking Hazards *Related Item: O.6.16*	
☐ Strangulation Hazards	
☐ Child Access to Hazardous Items and/or Materials	
☐ Tripping Hazards	
☐ Electrical Hazards	
☐ Broken Equipment, Furniture, and/or Materials	
☐ Other:	
☐ Other:	

Required Item Concerns

☐ **No required item concerns were identified during the observation period**

☐ **Immediately following the observation period, the following required item concerns were communicated to the program administrator:**

Type of Required Item Concern	Location and Description
☐ Inappropriate Child Guidance: *Related Item: O.6.10*	
☐ Supervision: *Related Items: O.6.11 and O.6.12*	
☐ First Aid/CPR: *Related Item: O.6.13*	
☐ Infant Sleep: *Related Items: O.6.14 and O.6.15*	

Accreditation Observation Tool: All Ages

Standard 1:
Creating a Caring and Equitable Community of Learners (through Relationships and More)

Key Indicator of Quality: The program promotes positive relationships with each child and family in ways that promote individual children's self-worth.

O.1.01   **I T P K**

Educators consider children's differing activity levels when relating to each child.   ☐ Yes ☐ No

Watch for educators' sensitivity to individual children. Missed opportunities to differentiate interactions arise when educators are dismissive of children's observed activity level (e.g., requiring children in high energy states to sit still for long periods of time or preventing children who exhibit signs of being tired or less active from resting or playing quietly alone).

Item Rating Notes:

O.1.02   **I**

Infant educators regularly communicate with individual infants (e.g., talk, coo, sing to, and repeat infant sounds).   ☐ Yes ☐ No ☐ N/A

Rate as not applicable when observing classes that only include toddler, preschool and/or kindergarten age children.

There is no set number of times educators should be engaging in these activities with infants during an observation period. Look for consistent, meaningful communication (educator's face is within line of sight of the infant, eye-contact, smiles, exaggerated facial expressions, responding to infant vocalizations and movements, etc.) during the observed routines and activities. Missed opportunities to communicate with individual infants should not outweigh the successful opportunities observed.

Item Rating Notes:

Key Indicator of Quality: The program encourages belonging as part of a caring community of learners.

O.1.03   **I**

Educators facilitate infants' interest in looking at, touching, or vocalizing to others.   ☐ Yes ☐ No ☐ N/A

Rate as not applicable when observing classes that only include toddler, preschool and/or kindergarten age children.

Watch for educators' awareness of what infants are interested in and/or curious about. Educators should be mindful of opportunities to verbalize what infants are looking at and/or touching and others they are vocalizing to. Noticing what infants are interested in and taking steps to further that interest or make the desired object more accessible (e.g., moving an out of reach toy closer, picking a child up to look closer at an object or be closer to a friend). Missed opportunities to facilitate infants' interests in objects and others should not outweigh the successful opportunities observed.

Item Rating Notes:

Accreditation Observation Tool: All Ages

O.1.04   T P K

When toddler, preschool, and kindergarten children are in conflict, educators support them in thinking of alternative solutions rather than immediately providing a solution.   ☐Yes ☐No ☐N/A

Rate as not applicable when observing classes that only include infant age children.

This item is not applicable when no evidence of conflict is observed or in circumstances in which children are able to independently resolve conflict. Educators should intervene when necessary to ensure physical and emotional safety, when conflicts escalate significantly, and when children appear unable to resolve the conflict themselves with appropriate strategies. There is no set amount of time children should be allowed to try to resolve conflicts on their own, but generally intervention may be necessary sooner for younger children than older children.

Missed opportunities to help children consider solutions to conflicts should not outweigh the successful opportunities observed.

Item Rating Notes:

O.1.05   I T P K

Educators use narration and description of ongoing interactions to identify or model prosocial behaviors in children.   ☐Yes ☐No

There is no set number of times educators should be pointing out prosocial behaviors in children (e.g., sharing materials, making room for others, hugging a sad friend, bringing a toy to someone else, following directions). Look for consistent mentions of positive social interactions as they arise. Missed opportunities to mention positive social interactions should not outweigh the successful opportunities observed.

Item Rating Notes:

O.1.06   T P K

Educators guide and support toddlers, preschoolers, and kindergarteners in regulating their physical impulses.   ☐Yes ☐No ☐N/A

Rate as not applicable when observing classes that only include infant age children.

The complete absence of inappropriate physical impulses (hitting, biting, kicking, running, grabbing, spitting, etc.) is an indicator that educators have successfully supported children in regulating their physical impulses. When inappropriate physical impulses are observed, educators should intervene to help children regulate (e.g., strategies to calm their bodies, reinforcing and redirecting to positive behaviors, or providing more appropriate opportunities to express physical impulses, etc.). Missed opportunities to support children's physical impulses should not outweigh the successful opportunities.

Item Rating Notes:

Accreditation Observation Tool: All Ages

Key Indicator of Quality: *The program identifies and addresses potential biases that exist within the staff and program structures.*

O.1.07   **I T P K**

Materials in the learning environment show persons with differing abilities engaged in activities that counteract stereotypical limitations.   ☐Yes ☐No

Look for materials (toys, games, books, posters, photographs, etc.) that show a variety of people both able-bodied and disabled. Depictions of disabled people should reflect the richness of the human experience beyond the perceived limitations of a particular disability.

Stereotypical depictions include those of people with disabilities in isolation (figurines, photographs), books that only depict persons with disabilities as overcoming challenges, depictions that only show people with disabilities being helped or assisted by others, rather than interacting with others in meaningful ways that affirm their independence. Any instance of an explicitly harmful stereotype present in materials in the learning environment will result in a "No" rating.

Affirming examples should outweigh the presence of stereotypical depictions.

Item Rating Notes:

O.1.08   **I T P K**

Materials in the learning environment represent the racial, ethnic, and cultural identities of the children and families in the program as well as society at large. These materials are not stereotypical, books are written by diverse authors and depict people in a variety of roles.   ☐Yes ☐No

Look for materials (toys, games, books, posters, photographs, etc.) that show a variety of people across racial, ethnic, and/or cultural backgrounds. About half of these materials should reflect the children in the classroom. Among books that are available and accessible to children, at least three are written by diverse authors or depict people of different racial, ethnic, or cultural identities in a variety of roles. Any instance of an explicitly harmful stereotypes present in materials in the learning environment will result in a "No" rating.

Affirming examples should outweigh the presence of stereotypical depictions.

Item Rating Notes:

Standard 2:
Engaging in Reciprocal Partnerships with Families and Fostering Community Connections

Key Indicator of Quality: *The program establishes and maintains reciprocal partnerships and relationships with each child's family.*

O.2.01   **I T P K**

Staff communication with families is culturally sensitive and professional.   ☐Yes ☐No ☐N/A

This item is not applicable when interactions between staff and families is not observed. Watch for educators to greet families, at minimum. Missed opportunities to greet families and/or engaged in lengthy conversations or transitions with individual families should be weighed against the ongoing activities or caretaking routines happening at the time.

Opportunities to assess this item are higher during typical drop-off and pick-up times and less likely in the middle of the day or learning period (part-day). Missed opportunities should not outweigh the successful opportunities observed.

Item Rating Notes:

Accreditation Observation Tool: All Ages

Standard 3:
Planning and Implementing an Engaging Curriculum to meet Meaningful Goals

Key Indicator of Quality: The program plans and implements a curriculum or learning approach that is child-centered, play-based, and holistic.

O.3.01   I T P K

Children are provided opportunities to engage in playful learning activities.   ☐Yes ☐No

Direct instruction does have a place in children's learning where children are unlikely to learn or learn efficiently through play alone (e.g., days of the week, some aspects of teaching children to read, or highlighting a specific perspective, relationship, or phenomena). However, this kind of direct instruction should also be made more playful by incorporating songs, movement, call and response, etc. rather than rigid, highly structured, and/or didactic instruction.

"Playful learning" is a learning context in which children learn content while playing together freely (free play, or self-directed play), with teacher guidance (guided play), or in a structured game.

"Rigid, highly structured and/or didactic instruction" emphasizes the delivery of learning information over engagement through direct teaching, memorization, and/or following strict rules (e.g., sitting still, passive listening) with little room for exploration, creativity, and play.

Direct instruction should not outweigh the opportunities for children to engage in playful learning activities throughout the course of the observation period. Rigid, highly structured, and purely didactic instruction of any kind will result in the item being rated as unmet.

Item Rating Notes:

O.3.02   I T P K

Children are provided opportunities to engage in self-directed play and learning.   ☐Yes ☐No

"Self-directed play and learning" (free play) is play that is initiated and directed by children without any specific learning goal.

Self-directed play (free play) is one type of learning experience among a range of learning experiences offered by educators in high quality early learning settings (free play, guided play, games, playful instruction, and direct instruction).

This item can be met either through direct observation of self-directed play (free play) during the observation period or through posted schedules that indicate self-directed play (free play) is offered on a daily basis. Lack of observed self-directed play (free play) AND absence of a posted schedule which includes daily opportunities for self-directed play (free play) will result in a "No" rating.

Item Rating Notes:

O.3.03   I T P K

Educators integrate ideas and content across multiple learning domains in observed conversations and activities.   ☐Yes ☐No

Watch for integrated approaches to teaching content across developmental domains and content areas. This practice allows children to make connections between the concepts and skills they are learning across all areas (e.g., connecting the content of a shared picture book reading to math or science, discussing respecting differences of opinion when discussing and examining insect specimens, incorporating math, literacy, and science concepts into daily routines such as handwashing, mealtimes, and diaper changes, or asking children to describe their feelings in response to varying types of music.

At least three observed instances of educators integrating ideas and content across learning domains should be observed in any one-hour period.

Item Rating Notes:

Accreditation Observation Tool: All Ages

> Key Indicator of Quality: The curriculum or learning approach provides educators with clear and comprehensive guidelines on when to introduce and build upon learning in each of the following domains: social and emotional development, physical development, language and communication development, cognitive development, and creative arts.

O.3.04   I T

Infant and toddler educators use co-regulation to help children manage their emotions.   ☐ Yes ☐ No ☐ N/A

Rate as not applicable when observing classes that only include preschool and/or kindergarten age children.

"Co-regulation" is a process by which caregivers actively support infants' and toddlers' emotional states by providing a calm and supportive presence, helping them manage their feelings, and transition from a distressed state to a more regulated state.

Look for educators to be consistently attuned and responsive to infants and toddlers who are crying, fussy, excited, or angry. Educators should be using soft, calm, and soothing voices to explain the child's feelings or offer reassurance. Educators may also use gentle touches, cuddles, or gently holding children to promote a sense of security or trust in periods of dysregulation. Educators should model calm behaviors by managing their own emotions in front of children (or requesting an immediate, brief break when they are unable to self-regulate – related to Accreditation Item A.9.09).

Item Rating Notes:

O.3.05   I T P K

Children have chances to recognize and name their own and other's feelings.   ☐ Yes ☐ No

Watch for educators in infant and toddler classrooms to be modeling emotion words such as happy, excited, disappointed, or sad. In preschool and kindergarten classrooms, watch for educators encouraging children to describe their feelings, asking questions like "How do you think she feels?", or planned discussions for teaching children calming strategies and learning about feelings.

Ideally, observed interactions throughout the observation period will demonstrate consistent opportunities for children to recognize and name feelings (or have them named by educators for infants and toddlers). Missed opportunities for educators to help children recognize and name feelings should not outweigh successful opportunities.

If there are no opportunities to observe interactions in which feelings can be recognized or named, the presence of emotion books that are accessible to children <u>and</u> at least one other classroom material that is accessible to children that names or labels emotions (emotion puppets, posters, toys, games) will result in this item being met.

Item Rating Notes:

O.3.06   T P K

Toddlers, preschoolers, and kindergarteners have chances to understand that others may have different thoughts and opinions than their own.   ☐ Yes ☐ No ☐ N/A

Rate as not applicable when observing classes that only include infant age children.

This item is not applicable when there are no opportunities for such chances to take place during the observation period. Missed opportunities for educators to facilitate conversation about differences of thought and/or opinion should not outweigh successful opportunities.

Item Rating Notes:

Accreditation Observation Tool: All Ages

O.3.07   I T

Infant and toddler learning environments provide children with access to a variety of materials and activities that promote freedom of movement (e.g., rolling, crawling, walking, ball play, balancing).   ☐Yes ☐No ☐N/A

Rate as not applicable when observing classes that only include preschool and/or kindergarten age children.

Missed opportunities for access to a variety of materials include restricting access to classroom materials, storing items out of reach, failing to ensure children with disabilities have access to materials.

Missed opportunities for freedom of movement include excessive use of equipment that restricts infant and toddler movement such as bouncers, swings, highchairs, strollers, jumpers, walkers, slings, carriers, cushions, car seats, bucket seats, failing to ensure children with disabilities have freedom of movement etc.

Missed opportunities should not outweigh successful opportunities.

Item Rating Notes:

O.3.08   P K

Preschool and kindergarten learning environments provide children with access to a variety of materials and activities that encourage vigorous exercise and physical skills (e.g., catching, running, balancing, jumping, and climbing).   ☐Yes ☐No ☐N/A

Rate as not applicable when observing classes that only include infant and/or toddler age children.

Missed opportunities for access to a variety of materials include restricting access to or limiting portable equipment to support exercise and physical skills and overlooking the exclusion of children with disabilities in gross motor play.

Missed opportunities for vigorous exercise and physical skills includes removing or limiting gross motor play without providing alternate physical activity when weather does not permit outdoor play.

Missed opportunities should not outweigh successful opportunities.

In the absence of observed gross motor play look for evidence of 1) space (presence of indoor and/or outdoor gross motor play areas), 2) materials and equipment (gross motor equipment is accessible), and 3) scheduled time (posted class schedules/routines) to support vigorous exercise and physical skills.

Item Rating Notes:

O.3.09   I T P K

Learning environments provide children with access to a variety of materials and activities that encourage development of fine motor skills.   ☐Yes ☐No

Look for developmentally appropriate examples for the children being observed. For infants and toddlers this may include simple puzzles, magnetic tiles, nesting/sticking cups and rings, shape sorters, and/or stacking blocks. For preschoolers and kindergarteners this may include writing tools, paper and scissors, puzzles, board and card games, interlocking blocks, playdough, beads, sewing materials, loose parts, and/or fasteners.

At minimum there should be at least three opportunities to support fine motor skills across learning environments. Materials must be accessible to children, including children with disabilities.

Item Rating Notes:

Accreditation Observation Tool: All Ages

O.3.10	T P K

Toddler, preschool, and kindergarten learning environments provide children with visual displays and educators use planned conversation or verbal reminders to support healthy hygiene habits.   ☐Yes ☐No ☐N/A

Rate as not applicable in classes that only include infant age children.

Look for posted materials at child eye-level with developmentally appropriate instructions on handwashing, toothbrushing, toileting, and/or other hygiene habits. In the absence of any observed opportunities for planned conversations or verbal reminders, this is sufficient to meet the item.

Listen and watch for educators providing planned instructional time dedicated to these topics or at the very least to remind children of healthy hygiene habits when necessary. Missed opportunities include when children are observed to be engaged in handwashing, toothbrushing, or toileting inappropriately or inadequately and educators fail to notice and support children. Missed opportunities should not outweigh successful opportunities.

Item Rating Notes:

O.3.11	I T P K

Learning environments provide children with access to a variety of books that reflect the many diversities of society and reflect the identities and experiences of the children themselves.   ☐Yes ☐No

At least half of the books accessible to children should reflect the many diversities of society (ethnicity, culture, family structure, disability).

At minimum there should be at least three books that directly reflect the identities and experiences of the children in the class. If this is not obvious based on physical characteristics, educators may be asked to describe how the books available to the children reflect their identities and experiences.

Item Rating Notes:

O.3.12	I

Infant educators lap read with individual children and engage them in the story or content.   ☐Yes ☐No ☐N/A

Rate as not applicable in classes that only include toddler, preschool, and/or kindergarten age children.

Rate as not applicable when there are no opportunities for educators to lap read with individual infants.

Missed opportunities arise when educators are available (not otherwise engaged in an activity or caregiving task) yet fail to notice and/or ignore an infant's interest in books or when lap reading with an infant yet failing to engage them in the story or content. Missed opportunities should not outweigh successful opportunities.

Item Rating Notes:

Accreditation Observation Tool: All Ages

O.3.13   T P K

Toddler, preschool, and kindergarten educators sit with individual children or groups of children to read books and engage them in the story or content.

☐Yes ☐No ☐N/A

Rate as not applicable in classes that only include infant age children.

Rate as not applicable when there are no opportunities for educators to read to children.

Missed opportunities arise when educators are available (not otherwise engaged in an activity or caregiving task) yet fail to notice and/or ignore children's interest in books or when reading to a child or group of children and failing to engage them in the story or content. Missed opportunities should not outweigh successful opportunities.

Item Rating Notes:

O.3.14   P K

Preschoolers and Kindergarteners have access to a variety of books (e.g., picture books, content books, rhyming books, books of varying levels of difficulty) in multiple areas within the learning environment.

☐Yes ☐No ☐N/A

Rate as not applicable in classes that only include infant and/or toddler age children.

Look for books to be accessible to children in at least three different areas of the learning environment. Books should be varied by type across the learning environment (it is not the intent that a variety of books be present in each area where they are present.)

Item Rating Notes:

O.3.15   P K

Preschool and kindergarten learning environments provide children access to writing materials or activities in at least three different learning areas.

☐Yes ☐No ☐N/A

Rate as not applicable in classes that only include infant and/or toddler age children.

Look for writing materials (writing mediums such as paper, slates, whiteboards, magnetic writing boards, sand, mud, etc.; and writing utensils such as chalk, markers, crayons, pencils, sticks, etc.) or activities to be accessible to children in at least three different areas of the learning environment. Where present, children should have access to a medium on which to write and a utensil with which to write.

Item Rating Notes:

O.3.16   T P K

Educators of toddlers, preschoolers, and kindergarteners use words the children may not understand and provide explanations or examples of these words.

☐Yes ☐No ☐N/A

Rate as not applicable in classes that only include infant age children.

Watch and listen for educators to introduce new vocabulary or reinforce prior learning of vocabulary. Missed opportunities should not outweigh successful opportunities. If during an observation period educators do not introduce or reinforce prior learning of any new words the item is unmet.

Item Rating Notes:

Accreditation Observation Tool: All Ages

O.3.17   P K

Educators in preschool and kindergarten classrooms regularly use oral blending and segmenting when communicating with children (in planned lessons and throughout the day).   ☐Yes ☐No ☐N/A

Rate as not applicable in classes that only include infant and/or toddler age children.

"Oral blending and segmenting" are early literacy phonemic skills for reading and writing. For oral blending (reading), watch and listen for educators to demonstrate blending separated sounds into one single word (e.g., /p/ /i/ /g/ to "pig"). For segmenting (writing), watch and listen for educators to be segmenting words by breaking them down into their individual sounds (phonemes) (e.g., "pig" to /p/ /i/ /g/).

There is no set number of times that oral blending and segmenting should be demonstrated during an observation period, but oral blending and segmenting should be a consistent practice when engaging in learning activities related to reading and writing. If reading or writing activities are observed, the relevant skill (blending for reading, segmenting for writing) should also be observed. Rate as not applicable if no reading or writing activities are observed. Missed opportunities should not outweigh successful opportunities.

Item Rating Notes:

O.3.18   T P K

The learning environment for toddlers, preschoolers, and kindergarteners provides children with access to materials that allow them to sort or organize shapes, sizes, colors, and other attributes.   ☐Yes ☐No ☐N/A

Rate as not applicable in classes that only include infant age children.

Look for materials that can be sorted by shape, size, color and at least one other attribute (texture, pattern, type, number, etc.). Children need not be observed using the sorting materials during the observation period so long as the relevant materials are accessible to the children.

Item Rating Notes:

O.3.19   P K

The learning environment for preschoolers and kindergarteners provides children with access to materials that allow them to recognize and name repeating patterns.   ☐Yes ☐No ☐N/A

Rate as not applicable in classes that only include infant and/or toddler age children.

Look for materials that can be sorted be used to create patterns by one or more attributes. Children need not be observed using the patterning materials during the observation period so long as the relevant materials are accessible to the children.

Item Rating Notes:

Accreditation Observation Tool: All Ages

O.3.20   P K

Preschool and kindergarten learning environments provide children with access to a variety of math manipulatives.

☐Yes ☐No ☐N/A

Rate as not applicable in classes that only include infant and/or toddler age children.

At least three types of math manipulatives should be present across learning environments. Examples of math manipulatives may include bear/dot counters, base ten blocks, pattern blocks, fraction tiles, dice, dominoes, geometric shapes, number lines, number charts, unifix cubes, counting sticks, etc. Children need not be observed using the math manipulatives during the observation period so long as materials are accessible to the children.

Item Rating Notes:

O.3.21   K

Kindergarten learning spaces provide children with access to opportunities and materials to measure things.

☐Yes ☐No ☐N/A

Rate as not applicable in classes that only include infant, toddler, and/or preschool age children.

Children need not be observed using the measurement materials during the observation period so long as materials are accessible to the children.

Item Rating Notes:

O.3.22   P K

Educators in preschool and kindergarten learning environments recognize opportunities to support developing math reasoning throughout the day.

☐Yes ☐No ☐N/A

Rate as not applicable in classes that only include infant and/or toddler age children.

Watch and listen for educators to incorporate math reasoning throughout learning activities and daily routines (counting while washing hands or handing out napkins at snack time, counting the number of block a child has stacked, mentioning differences in size, shape, color, or number of items, etc.). The complete absence of this practice during any observation period will result in the item being unmet. Missed opportunities should not outweigh successful opportunities.

Item Rating Notes:

O.3.23   I T P K

Learning environments provide children with access to a variety of developmentally appropriate and interesting materials (colors, textures, sounds, weights, liquids, solids, patterns) with which they can explore and interact with.

☐Yes ☐No

Children need not be observed using each type of material during the observation period so long as each type of material is accessible to the children across learning environments.

Item Rating Notes:

Accreditation Observation Tool: All Ages

O.3.24   **P K**

In preschool and kindergarten learning spaces, there are at least two representations of data collection (e.g., drawing or graphing) included in child eye-level displays.

☐Yes ☐No ☐N/A

Rate as not applicable in classes that only include infant and/or toddler age children.

Look for at least two representations of data collection across learning environments.

Item Rating Notes:

O.3.25   **I T**

Infant and toddler educators have access to a variety of developmentally appropriate art materials such as non-toxic paints and watercolors, large-size crayons, collage materials, paper, playdough, large-size brushes.

☐Yes ☐No ☐N/A

Rate as not applicable in classes that only include preschool and/or kindergarten age children.

There should be at least three types of developmentally appropriate art materials accessible to educators across infant and toddler learning environments.

Item Rating Notes:

O.3.26   **P K**

Preschool and Kindergarteners have access to a variety of materials with which to create two- and three- dimensional art.

☐Yes ☐No ☐N/A

Rate as not applicable in classes that only include infant and/or toddler age children.

There should be at least three types of two- and three-dimensional art materials accessible to children across learning environments.

Item Rating Notes:

Accreditation Observation Tool: All Ages

Standard 4:
Teaching to Enhance Each Child's Development and Learning

Key Indicator of Quality: The program uses teaching practices that are nurturing and inclusive.

O.4.01   T P K

When needed, educators support toddlers, preschoolers, and kindergarteners in performing daily cleanup and maintenance jobs in the learning environment.

☐Yes ☐No ☐N/A

Rate as not applicable in classes that only include infant age children.

Rate as not applicable when children are observed to be independently performing daily cleanup and maintenance jobs.

Missed opportunities arise when children are observed to need support in performing daily cleanup and maintenance jobs but educators are unaware and/or ignore the opportunity to support children in these tasks. Missed opportunities should not outweigh successful opportunities.

Item Rating Notes:

O.4.02   I T P K

Educators plan for children to smoothly transition from one activity to the next.

☐Yes ☐No ☐N/A

Rate as not applicable when no transitions take place during the observation period.

Watch and listen for educators to provide visual and verbal transition cues, and to have activities and materials for upcoming activities prepared ahead of time. During transition times educators assist children in coping, calming, self-soothing, and re-engaging in planned activities or introduce interesting conversation or learning challenges during periods of waiting. Older children may be encouraged to take increasing responsibility for transition procedures such as clean-up or preparation of materials.

Missed opportunities are evident when transition periods reflect a loss of educator control and children are exhibiting signs of distress, anxiety, frustration, disinterest, or engaging in unsafe or disruptive behaviors. Missed opportunities should not outweigh successful opportunities.

Item Rating Notes:

O.4.03   I

Educators adapt schedules and routines for infants based on their individual needs and interests.

☐Yes ☐No ☐N/A

Rate as not applicable in classes that only include toddler, preschool, and/or kindergarten age children.

Missed opportunities should not outweigh successful opportunities.

Item Rating Notes:

Accreditation Observation Tool: All Ages

O.4.04   I T

Educators listen, narrate, and respond to what infants and toddlers say or do by providing additional information.

☐Yes ☐No ☐N/A

Rate as not applicable in classes that only include preschool and/or kindergarten age children.

Missed opportunities should not outweigh successful opportunities.

Item Rating Notes:

O.4.05   P K

Educators have conversations with preschoolers and kindergarteners about their experiences.

☐Yes ☐No ☐N/A

Rate as not applicable in classes that only include infant and/or toddler age children.

There is no set number of times educators should be engaging in conversations with children during an observation period. Look for consistent, meaningful conversations during the observed routines and activities. Missed opportunities to have conversations with children should not outweigh the successful opportunities observed.

Item Rating Notes:

Key Indicator of Quality: Teachers support each and every child's development and learning through individualized and intentional practices.

O.4.06   T P K

Educators use their knowledge of curriculum content to pose problems and ask questions that stimulate toddlers, preschoolers, and kindergarteners to think.

☐Yes ☐No ☐N/A

Rate as not applicable in classes that only include infant age children.

There is not set number of times educators should be posing problems or asking questions related to the curriculum during an observation period. Watch and listen for educators to be consistently attentive to the activities children are engaged in and asking relevant questions to deepen understanding, promote problem solving and engage in critical thinking. Missed opportunities should not outweigh the successful opportunities observed.

Item Rating Notes:

O.4.07   T P K

The learning environment for toddlers, preschoolers, and kindergarteners includes at least two displays at child eye-level that have been created to help children reflect on and extend their learning.

☐Yes ☐No ☐N/A

Rate as not applicable in classes that only include infant age children.

Look for at least two displays across learning environments.

Item Rating Notes:

Accreditation Observation Tool: All Ages

O.4.08   T P K

Educators help toddlers, preschoolers, and kindergarteners identify and use what they already know.

☐Yes ☐No ☐N/A

Rate as not applicable in classes that only include infant age children.

Watch and listen for educators to ask children questions or remind children of prior learning. This should be a consistent practice among educators. The absence of any reference to prior knowledge or recall to prior learning during the observation period will result in the item being unmet.

Item Rating Notes:

O.4.09   I T P K

Educators make suggestions, introduce new materials, use demonstrations, and/or offer encouragement when children need additional support in mastering a developing skill (scaffolding).

☐Yes ☐No ☐N/A

Watch and listen for educators to be attentive and attuned to what children are doing in the learning environment. Rate as not applicable when children do not appear to be demonstrating signs of needing additional support (anger, distress, anxiety, frustration).

Missed opportunities arise when educators are unaware of and/or are unresponsive to children demonstrating signs of needing additional support in mastering a developing skill. Missed opportunities should not outweigh successful opportunities.

Item Rating Notes:

O.4.10   I T P K

Educators advance children's further learning by making activities a little more difficult (scaffolding).

☐Yes ☐No ☐N/A

Watch and listen for educators to be attentive and attuned to what children are doing in the learning environment. Rate as not applicable when children do not appear to be demonstrating signs of needing an activity to be made more challenging (boredom, disinterest, rushing through the activity, being off task).

Missed opportunities arise when educators are unaware of and/or are unresponsive to children demonstrating signs of needing more challenging adaptations. Missed opportunities should not outweigh successful opportunities.

Item Rating Notes:

O.4.11   I T P K

Educators have access to a variety of equipment and materials that can be rotated in and out of the learning environment to support children's changing skill levels over time.

☐Yes ☐No

Look for materials and equipment that may be used to support the curriculum but are not in use during the observation period. This may include storage areas in the learning environments but may also include resources and materials that are stored in shared spaces such as administrative areas or separate storage closets that were shown during the program tour.

Item Rating Notes:

Accreditation Observation Tool: All Ages

O.4.12	I T		Optional

Educators do not offer screen time or media use to infants or toddlers under the age of 2 years.

☐ Yes   ☐ N/A

Rate as not applicable in classes that only include preschool and/or kindergarten age children.

Use of audio devices (speakers, radios, sound machines, cd- and cassette-players) are not evaluated in the context of this item.

If no screen-based media consumption is observed during the observation period, the item is met.

Any use of screen-based media (videos/movies/tv-shows/games on tablets, phones, computers, smartboards) for infants and toddlers under 2 years of age during the observation period will result in the item being rated as not-applicable.

Item Rating Notes:

O.4.13	T		Optional

Educators do not exceed recommended screen time and media use to toddlers over the age of 2 (30 minutes in half-day programs and 60 minutes in full-day programs).

☐ Yes   ☐ N/A

Rate as not applicable in classes that only include infant, preschool, and/or kindergarten age children.

Use of audio devices (speakers, radios, sound machines, cd- and cassette-players) are not evaluated in the context of this item.

If no screen-based media consumption is observed during the observation period, the item is met.

If screen-based media consumption is observed during the observation period, the total screentime experienced by any one child should not exceed the time limit described in the item language to be met. If any one child is observed to spend more than the stated time limit consuming screen-based media (videos/games) during the observation period the item will be rated as not-applicable.

Item Rating Notes:

O.4.14	P K		Optional

Educators of preschoolers and kindergarteners integrate technology use with the curriculum and as a tool to support children's communication, collaboration, and inquiry.

☐ Yes   ☐ N/A

Rate as not applicable in classes that only include infant and/or toddler age children.

Rate as not applicable if screen-based technology is not used during the observation period.

If screen-based technology is used, watch and listen for how it is being used in connection with the curriculum or planned activities. Passive use of media consumption (videos/games) does not fit within the intent of the item and will result in a not applicable rating.

Item Rating Notes:

Accreditation Observation Tool: All Ages

> *Key Indicator of Quality: The program's teaching practices are culturally and linguistically responsive to the children being served.*

O.4.15   I T P K

Learning spaces provide children with learning opportunities and materials that reflect a variety of family structures. At minimum, photographs of children's families are displayed at child eye level and there are multiple books available to children that reflect a variety of family structures found in society at large.

☐Yes ☐No

Look for photographs of children's families to be posted at eye level. At least three books available to children across the learning environments reflect different types of family structures.

Item Rating Notes:

O.4.16   I T P K

Learning spaces provide children with learning opportunities and materials that reflect the local community and/or cultures.

☐Yes ☐No

Look for two examples of materials that are reflective of the local community and/or culture. This may be in the form of posted photographs, hand-made books of local landmarks, menus or advertisements from local restaurants or stores, or other displays that reflect the local culture.

Item Rating Notes:

Standard 6:
Promoting Health and Well-Being in Early Childhood Programs

> *Key Indicator of Quality: The program promotes the nutrition and health of children and staff and protects them from illness.*

O.6.01   I T P K

Children and adults wash or sanitize their hands before and after meals and snacks.   ☐Yes ☐No ☐N/A

Rate as not applicable when there is no opportunity to observe this practice.

Infants may be held and have their hands washed by an adult. Missed opportunities arise when children and/or adults transition to other activities after meals and snacks without washing or sanitizing their hands. Missed opportunities should not outweigh successful opportunities.

Item Rating Notes:

Accreditation Observation Tool: All Ages

O.6.02   I T P K

Children and adults wash or sanitize their hands after playing in water that is shared by two or more people.

☐Yes ☐No ☐N/A

Rate as not applicable when there is no opportunity to observe this practice.

Infants may be held and have their hands washed by an adult. Missed opportunities arise when children and/or adults transition to other activities after playing in water that is shared by two or more people without washing or sanitizing their hands. Missed opportunities should not outweigh successful opportunities.

Item Rating Notes:

O.6.03   I T P K

Children and adults wash their hands after touching sand or dirt.

☐Yes ☐No ☐N/A

Rate as not applicable when there is no opportunity to observe this practice.

Infants may be held and have their hands washed by an adult. Missed opportunities arise when children and/or adults transition to other activities after touching sand or dirt without washing or sanitizing their hands. Missed opportunities should not outweigh successful opportunities.

Item Rating Notes:

O.6.04   I T P K

Adults wash their hands before and after feeding a child.

☐Yes ☐No ☐N/A

Rate as not applicable when there is no opportunity to observe this practice.

Missed opportunities arise when adults neglect to wash their hands prior to feeding a child or transition to other activities after feeding a child without washing or sanitizing their hands. Missed opportunities should not outweigh successful opportunities.

This item is evaluating adults who bottle feed or spoon feed children – it is not evaluating adults who are serving food to children who are able to feed themselves independently.

Item Rating Notes:

O.6.05   I T P K

Food-serving tables and highchairs are cleaned and sanitized after snack and meal times have ended, prior to being used for other purposes.

☐Yes ☐No ☐N/A

Rate as not applicable when there is no opportunity to observe this practice.

Item Rating Notes:

Accreditation Observation Tool: All Ages

O.6.06   I T P K

If a child has contaminated an object with saliva or other body secretion or excretion, the object is set aside for washing in a labeled bin or in another location created for that purpose.

☐Yes ☐No ☐N/A

Rate as not applicable if no object becomes contaminated during the observation period.

Examples of body secretions or excretions include blood, saliva, urine, feces, vomit, mucous.

Item Rating Notes:

O.6.07   I T P K

When strong odors occur in the air, they are controlled using ventilation (not air freshening sprays or diffusers).

☐Yes ☐No ☐N/A

Rate as not applicable if no strong airborne odors occur during the observation period. Missed opportunities arise when strong odors persist, and staff do not attempt to control them through ventilation or attempt to mask them with air freshening sprays or diffusers.

Item Rating Notes:

O.6.08   I T P K

Candles and air fresheners are not used in any learning environments.

☐Yes ☐No

Examples of air fresheners include potpourri, plug-ins, essential oils, incense, sprays, diffusers, and mists. Any use of air fresheners in any learning environment will result in the item being unmet.

Item Rating Notes:

O.6.09   I T P K

Rough, walk-off mats are provided at external doorways leading to learning environments to prevent toxins and harmful debris from being tracked in on shoes.

☐Yes ☐No

Item Rating Notes:

Accreditation Observation Tool: All Ages

Key Indicator of Quality: The program promotes the physical safety of children and staff and protects them from injury.

O.6.10 **I T P K**	**REQUIRED**

Staff never use physical punishment and do not engage in psychological abuse or coercion.

☐Yes ☐No

This is a required assessment item. If a child is in immediate danger, assessors must immediately notify the program administrator and contact NAEYC Early Learning Program Accreditation Quality Assurance.

Rate as unmet if any person employed by or volunteering for the program physically punishes, psychologically abuses, or coerces a child. The program will be contacted by the NAEYC ELP Accreditation Quality Assurance team to complete a 72-hour report and go through Scope and Severity review procedures.

Examples of physical punishment: Shaking, hitting, spanking, slapping, jerking, squeezing, kicking, biting, pinching, excessive tickling, and pulling of arms, hair, or ears; requiring a child to remain inactive for a long period of time. Examples of psychological abuse: shaming, name calling, ridiculing, humiliation, sarcasm, cursing at, making threats, or frightening a child; ostracism, withholding affection, seclusion. Examples of coercion: rough handling (shoving, pulling, pushing, grasping any body part); physical or mechanical restraint (forcing a child to sit down, lie down, or stay down) except when restraint is necessary to protect the child or others from harm; physically forcing a child to perform an action (such as eating or cleaning up).

Item Rating Notes:

O.6.11 **I T**	**REQUIRED**

Infants and toddlers are always supervised by sight and sound.

☐Yes ☐No ☐N/A

Rate as not applicable in classes that only include preschool and/or kindergarten age children.

This is a required assessment item. If a child is in immediate danger, assessors must immediately notify the program administrator and contact NAEYC Early Learning Program Accreditation Quality Assurance.

Rate as unmet if any infant or toddler is out of direct sight and sound supervision of all educators and program staff. The program will be contacted by the NAEYC ELP Accreditation Quality Assurance team to complete a 72-hour report and go through Scope and Severity review procedures.

Item Rating Notes:

O.6.12 **P K**	**REQUIRED**

Preschoolers and kindergarteners are supervised by sight and sound most of the time. Children may be out of sight for up to five minutes so long as they can still be heard.

☐Yes ☐No ☐N/A

Rate as not applicable in classes that only include infant and/or toddler age children.

This is a required assessment item. If a child is in immediate danger, assessors must immediately notify the program administrator and contact NAEYC Early Learning Program Accreditation Quality Assurance.

Rate as unmet if any preschool or kindergarten age child is out of direct sight and sound supervision of all educators and program staff for more than five minutes. The program will be contacted by the NAEYC ELP Accreditation Quality Assurance team to complete a 72-hour report and go through Scope and Severity review procedures.

Item Rating Notes:

Accreditation Observation Tool: All Ages

O.6.13	I T P K	REQUIRED

There is always at least one educator with current pediatric CPR and first aid training in the learning environments where children are present.

☐Yes ☐No

This is a required assessment item. If a child is in immediate danger, assessors must immediately notify the program administrator and contact NAEYC Early Learning Program Accreditation Quality Assurance.

Rate as unmet if there are no educators with current pediatric CPR and first aid training with the class or small group of children at any time. The program will be contacted by the NAEYC ELP Accreditation Quality Assurance team to complete a 72-hour report and go through Scope and Severity review procedures.

Item Rating Notes:

O.6.14	I	REQUIRED

Staff always place infants younger than 12 months on their backs to sleep without the use of sleep positioners unless ordered by a physician.

☐Yes ☐No ☐N/A

Rate as not applicable in classes that only include infants over 12 months, toddlers, preschoolers, or kindergarten age children.

Rate as not applicable if there are infants younger than 12 months, but no infants were observed to be placed to sleep during the observation period.

This is a required assessment item. If a child is in immediate danger, assessors must immediately notify the program administrator and contact NAEYC Early Learning Program Accreditation Quality Assurance.

Rate as unmet if any infant younger than 12 months has been placed on to sleep in any position other than fully on their back without a physician's note. The program will be contacted by the NAEYC ELP Accreditation Quality Assurance team to complete a 72-hour report and go through Scope and Severity review procedures.

Item Rating Notes:

O.6.15	I	REQUIRED

Infants are only placed to sleep, or permitted to sleep, in equipment that is specifically designed for infant sleep. When infants fall asleep in a staff member's arms the infant is placed to sleep in appropriate equipment.

☐Yes ☐No ☐N/A

Rate as not applicable in classes that only include toddler, preschool, and/ or kindergarten age children.

Rate as not applicable no infants were observed to be placed to sleep or to have fallen asleep during the observation period.

This is a required assessment item. If a child is in immediate danger, assessors must immediately notify the program administrator and contact NAEYC Early Learning Program Accreditation Quality Assurance.

Rate as unmet if there any infant is placed to sleep or is allowed to continue sleeping in equipment not approved for sleep. The program will be contacted by the NAEYC ELP Accreditation Quality Assurance team to complete a 72-hour report and go through Scope and Severity review procedures.

Item Rating Notes:

Accreditation Observation Tool: All Ages

O.6.16   I T

There are no choking hazards within reach of infants and toddlers in the learning environments.

☐Yes ☐No ☐N/A

Rate as not applicable in classes that only include preschool and/or kindergarten age children.

Rate as no if any material in any infant or toddler learning environment is small enough to fit completely in the small object choking tester.

Item Rating Notes:

Standard 7:
Designing Physical Environments that are Safe, Engaging, and Accessible

Key Indicator of Quality: The program provides appropriate and well-maintained indoor and outdoor physical environments.

O.7.01   I T P K

Outdoor learning environments include at least three or more natural elements that children can interact with such as grass, sand, rocks, plants, and variations in ground elevation.

☐Yes ☐No ☐N/A

When outdoor learning environments are present, rate the item assessing only the outdoor space regardless of whether there are indoor gross motor spaces.

When indoor gross motor space is used in lieu of any outdoor learning environment, rate as described.

When assessing multiple outdoor learning environments/indoor gross motor spaces, rate Yes if the outdoor learning environments/indoor gross motor spaces together include three or more natural elements.

Rate No if the class does not utilize any outdoor learning environment or indoor gross motor space at least once a week (including public spaces and private playgrounds). Rate as not applicable if snow cover prevents an accurate assessment of the outdoor learning environment(s), when there are no indoor gross motor spaces.

Item Rating Notes:

O.7.02   I T P K

The outdoor learning environment includes one or more elements that protect children from harmful weather conditions that are present during the observation.

☐Yes ☐No

When assessing multiple outdoor learning environments, rate Yes if each of the outdoor learning environments offer such protections. Protection must match the most prevalent adverse conditions (cold, wind, sun) in the local area. Rate as not applicable if the program does not utilize an outdoor learning environment at least once a week. Rate as not applicable if snow cover prevents an accurate assessment of the outdoor learning environment(s).

Examples of outdoor learning environments: Playgrounds (public or private), parks, parking lots, open fields without equipment, gardens, woods. Examples of weather conditions: Winds, temperature extremes, precipitation, pollution, pollen, high UV Index.

Item Rating Notes:

Accreditation Observation Tool: All Ages

Key Indicator of Quality: The physical environment (including all indoor and outdoor spaces) is adequately sized and accessible to all children, including children with disabilities and those who need individual accommodation.

O.7.03   I T P K

Learning environments align with principles for universal design to provide all children with appropriately sized furnishings (children's feet rest on the floor when seated and children can sit comfortably with table edges between underarm and waist) and accommodations that allow all children equitable use of furnishing and equipment.

☐Yes ☐No

"Universal design" (UD) is a concept that can be used to support access to environments in many different types of settings through the removal of physical and structural barriers. UD practices help provide access, participation, and progress - the keys to success that enable every child to take full advantage of the curriculum, be fully included in the learning community, and develop to their full potential (HHS & ED 2015). Universal Design for learning (UDL) reflects practices that provide multiple and varied formats for instruction and learning. (NAEYC (2022). Developmentally Appropriate Practice in Early Childhood program or providers Serving Children from Birth Through Age 8, Fourth Edition. NAEYC.)

Item Rating Notes:

O.7.04   I T P K

Learning environments align with principles for universal design and allow all children to move freely from one area to another without assistance or disturbing other children's work and play.

☐Yes ☐No

"Universal design" (UD) is a concept that can be used to support access to environments in many different types of settings through the removal of physical and structural barriers. UD practices help provide access, participation, and progress - the keys to success that enable every child to take full advantage of the curriculum, be fully included in the learning community, and develop to their full potential (HHS & ED 2015). Universal Design for learning (UDL) reflects practices that provide multiple and varied formats for instruction and learning. (NAEYC (2022). Developmentally Appropriate Practice in Early Childhood program or providers Serving Children from Birth Through Age 8, Fourth Edition. NAEYC.)

Item Rating Notes:

Standard 9:
Supporting Staff, Children, and Families through Effective Leadership and Management

Key Indicator of Quality: The program implements policies, procedures, and systems that support strong staff and program personnel.

O.9.01   I T P K

Staff maintain developmentally appropriate staff-to-child ratios in indoor learning environments.

☐Yes ☐No ☐N/A

Infant ratio: 1:4 ; Toddler ratio: 1:6 ; Preschool ratio: 1:10 ; Kindergarten ration: 1:12

Item Rating Notes:

Accreditation Observation Tool: All Ages

O.9.02	**I T P K**

Staff maintain a developmentally appropriate class size in indoor learning environments.　　☐Yes ☐No ☐N/A

Infant class size: 8 ; Toddler class size: 12 ; Preschool class size: 20 ; Kindergarten class size: 24

Item Rating Notes:

O.9.03	**I T P K**

Staff maintain developmentally appropriate staff-to-child ratios in outdoor learning environments.　　☐Yes ☐No ☐N/A

Infant ratio: 1:4 ; Toddler ratio: 1:6 ; Preschool ratio: 1:10 ; Kindergarten ration: 1:12

Item Rating Notes:

Key Indicator of Quality: The program implements policies, procedures, and systems that support a strong program management.

O.9.04	**I T P K**	**REQUIRED**

The class observation was free of unusual circumstances or critical issues (not otherwise covered in this observation tool) that should prevent this class from passing.　　☐Yes ☐No

This is a required assessment item. If a child is in immediate danger, assessors must immediately notify the program administrator and contact NAEYC Early Learning Program Accreditation Quality Assurance.

Rate as unmet if there any severe and/or critical issues that occurred during the observation period that warrants further investigation by NAEYC ELP Quality Assurance. The program will be contacted by the NAEYC ELP Accreditation Quality Assurance team to complete a 72-hour report and go through Scope and Severity review procedures.

Item Rating Notes:

Accreditation Observation Tool: All Ages

Global Ratings					
Indicate your level of agreement or disagreement with the following statements. Select only one position for each statement. Additional comments may be added to the Notes section below.					
There were many positive interactions between children and staff.	☐ Strongly disagree	☐ Disagree	☐ Neutral	☐ Agree	☐ Strongly agree
The furnishings in the room are rich in quantity, quality, and variety.	☐ Strongly disagree	☐ Disagree	☐ Neutral	☐ Agree	☐ Strongly agree
The materials in the room are rich in quantity, quality, and variety.	☐ Strongly disagree	☐ Disagree	☐ Neutral	☐ Agree	☐ Strongly agree
The indoor learning space is optimally and uniquely suitable for the age and developmental level of the children.	☐ Strongly disagree	☐ Disagree	☐ Neutral	☐ Agree	☐ Strongly agree

Notes

Notes are NOT optional for this tool. *Describe what was happening with the class during the observation period: indoor vs. outdoor play, free play, routines, transitions, snacks or meals, arrival times, etc. If staff entered or left during the observation, note time in or out. Note anything unusual or challenging. You may also use this page optionally to record comments about ratings, questions, issues, procedural irregularities, or anything else you think NAEYC should know about this class assessment or this tool. Write item numbers if applicable.*

Accreditation Observation Tool: All Ages

Assessor Notes to the Program

Use the following fields to provide the program with feedback regarding the assessment of this tool. **This information will be provided to the program in the Accreditation Decision Report.**

There are common notes to select from in the drop-down menus for comments 1-3. Please ensure that you have selected at least two that reflect the assessment of this tool.

There is one field for you to provide your own comments to the program. This should be 2-4 sentences in length and should be written as objectively as possible.

Tips for writing objectively:

- Use third person perspective
  - o Avoid I, you, we, me, etc.
  - o Use "this assessor", "the teacher", "the children", etc.
- Stick to the facts
  - o Who, what, when, where, how
  - o Avoid providing your interpretation of the assessment, especially if not supported by the facts
- Choose your words carefully
- Avoid the use of adverbs (very, quickly, regularly, frequently, poorly, badly, etc.)
  - o E.g., Educators <u>frequently</u> told children "don't cry" when upset. How often is <u>frequently</u>? Quantify what this means.
- Strive for correct grammar and spelling
- Review your notes! These will be provided to the program <u>as you write them</u>. Take your time and proofread before submitting your tools.

Descriptive Action Verbs

Adapted	Built	Directed	Facilitated	Identified	Led	Monitored	Prepared	Served	Supervised
Added	Changed	Distributed	Focused	Initiated	Located	Oversaw	Reorganized	Simplified	Supported
Addressed	Collected	Encouraged	Guided	Instructed	Made	Participated	Resolved	Solved	Taught
Assisted	Created	Explained	Handled	Introduced	Managed	Planned	Scaffolded	Started	Worked

Comment 1:

Comment 2:

Comment 3:

Assessor Notes: