

Class Observation Tool: All Ages

Self Study

This document is intended to be printed or annotated digitally

Class

Name: _____

Age category(ies) of children in this class:

- Infant
 Toddler/Two
 Preschool
 Kindergarten
 School Age

| Identified Special Needs | |
|---|--|
| <input type="checkbox"/> Speech & language | <input type="checkbox"/> Orthopedic handicaps |
| <input type="checkbox"/> Neurological disorders | <input type="checkbox"/> ADHD |
| <input type="checkbox"/> Down Syndrome | <input type="checkbox"/> Hearing impairment |
| <input type="checkbox"/> Learning disabilities | <input type="checkbox"/> Visual Impairment |
| <input type="checkbox"/> Autism, spectrum disorders | <input type="checkbox"/> Behavioral |
| <input type="checkbox"/> Mentally disabled /Developmentally delayed | <input type="checkbox"/> Maintenance care diseases (diabetes, HIV) |
| <input type="checkbox"/> Other, specify _____ | <input type="checkbox"/> Other, specify _____ |

This tool is intended to be completed over the course of multiple observation periods of indeterminate length. You may wish to limit observation to 10-15 minutes and/or complete topic areas in sections.

| Date | Observation Times | Teaching Staff Present | Max # of Children | Max # of Staff |
|------|-------------------|------------------------|-------------------|----------------|
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Guide to Using This Tool

| Standard and Topic Area. | 2.F: Curriculum Content Area for Cognitive Development: Early Mathematics | Yes | No | No Opp | Not Age | N/A |
|--|---|--------------------------|--------------------------|--------------------------|--------------------------|-----|
| 330. [IT] Counting books are read to infants, toddlers and twos. <i>Rate No Opp if there are no opportunities for this to take place during the observation period.</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 331. [IT] Books about shapes are read to infants, toddlers, and twos. <i>Rate No Opp if there are no opportunities for this to take place during the observation period.</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 338. [TPK] Children have chances to see and learn numerals and number words in the classroom. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 346. [PK] Children have chances to use standard units of measurement in their learning environments. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 347. [PK] Children have chances to use non-standard units of measurement in their learning environments. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 365. [K] Kindergarteners have chances to practice using a calendar, timer or clock. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Comments | | | | | | |
| When an item says "Children have Chances", "chances" means conversations, materials, equipment, or activities that allow for children to engage in a particular concept or area of development. Look for at least 2 examples of "chances". | | | | | | |
| Space has been provided for written comments for each Topic Area. | | | | | | |

Standard and Topic Area.

Guidance appears as italicized text under the item language.

Item Number and age category are shown here. If no age category is listed, it is because it applies to all ages.

Response options applicable to each item will have a checkbox. If there is no checkbox, it is because that response option is not valid for the item.

Terms that have definitions or examples are hyperlinked to a glossary at the end of this tool.

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Standard 1 – Relationships

| 1.A: Building Positive Relationships among Teachers and Families | Yes | No | No Opp | Not Age | NA |
|--|--------------------------|--------------------------|--------------------------|---------|----|
| 9. Teaching staff talk to parents as needed about classroom routines, rules and expectations. <i>Rate No Opp if not observed during the observation period.</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| Comments | | | | | |
| | | | | | |

| 1.B: Building Positive Relationships between Teachers and Children. | Yes | No | No Opp | Not Age | NA |
|---|--------------------------|--------------------------|--------------------------|--------------------------|----|
| 14. Teachers use a pleasant tone of voice when talking with children. | <input type="checkbox"/> | <input type="checkbox"/> | | | |
| 15. Teachers make eye contact with children. | <input type="checkbox"/> | <input type="checkbox"/> | | | |
| 16. Teachers show children physical affection. | <input type="checkbox"/> | <input type="checkbox"/> | | | |
| 25. Teachers take into account children's differing abilities when relating to each child. <i>Watch for teaching staff's sensitivity to individual children (versus treating all children basically the same way).</i> | <input type="checkbox"/> | <input type="checkbox"/> | | | |
| 41. [IT] Teachers provide prompt physical comfort and care when infants, toddlers or twos cry or show signs of distress. <i>Rate No Opp if no cries or other signs of distress are observed.</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 43. [TPKS] Teachers respond to children's questions and requests. | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | |
| 44. [TPKS] Teachers communicate with children in <u>developmentally appropriate</u> ways. | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | |
| Comments | | | | | |
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| 1.C: Helping Children Make Friends | Yes | No | No Opp | Not Age | NA |
|--|--------------------------|--------------------------|--------|---------|----|
| 49. Teachers help children enter into <u>play</u> with others. | <input type="checkbox"/> | <input type="checkbox"/> | | | |
| Comments | | | | | |
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| 1.D: Creating a Predictable, Consistent, and Harmonious Classroom | | Yes | No | No Opp | Not Age | NA |
|---|--|--------------------------|--------------------------|--------------------------|--------------------------|----|
| 62. | Teachers treat all children with respect and consideration. | <input type="checkbox"/> | <input type="checkbox"/> | | | |
| 64. [TPKS] | Teachers intervene when children tease, name-call, or reject others. <i>Rate No Opp if no children tease, name-call, or reject others during the observation.</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 83. [TPKS] | Teachers model sharing, caring, and other pro-social behaviors in staff-to-staff and staff-to-child interactions. | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | |
| 85. [TPKS] | Teachers encourage children to take care of the classroom. | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | |
| Comments | | | | | | |
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| 1.E: Addressing Challenging Behaviors | | Yes | No | No Opp | Not Age | NA |
|---------------------------------------|--|--------------------------|--------------------------|--------------------------|--------------------------|----|
| 93. [TPKS] | Teachers do not respond with negative directives when a child shows challenging behavior . <i>Rate No Opp if no challenging behaviors are observed.</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 97. [TPKS] | Teachers respond calmly when a child shows physical aggression or other challenging behavior . <i>Rate No Opp if no challenging behaviors are observed.</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Comments | | | | | | |
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| 1.F: Promoting Self-Regulation | | Yes | No | No Opp | Not Age | NA |
|--------------------------------|---|--------------------------|--------------------------|--------------------------|--------------------------|----|
| 101. [TPKS] | Teachers help children learn communication skills . | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | |
| 109. [TPKS] | Teachers guide and support children to learn turn-taking. | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | |
| 111. [TPKS] | Teachers guide and support children to express anger or frustration in ways that do not harm others or themselves. <i>Rate No Opp if no children express anger or frustration during the observation period.</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Comments | | | | | | |
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Standard 2 – Curriculum

| 2.A: Curriculum: Essential Characteristics | | Yes | No | No Opp | Not Age | NA |
|--|--|--------------------------|--------------------------|--------|---------|--------------------------|
| 133. | Classroom materials and equipment reflect the lives of the children and families in the program. | <input type="checkbox"/> | <input type="checkbox"/> | | | |
| 136. | Classroom materials and equipment reflect the languages used in the program's community . <i>Rate 'N/A' if English is the predominant language spoken within the program's community.</i> | <input type="checkbox"/> | <input type="checkbox"/> | | | <input type="checkbox"/> |

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| 2.A: Curriculum: Essential Characteristics | | Yes | No | No Opp | Not Age | NA |
|--|--|--------------------------|--------------------------|--------|--------------------------|----|
| 138. | Classroom materials and equipment are both safe and challenging for the children’s developmental stage. <i>Classroom materials and equipment depict, or allow for use by, people in a wide array of physical, cognitive, and artistic abilities and competencies.</i> | <input type="checkbox"/> | <input type="checkbox"/> | | | |
| 139. | Classroom materials and equipment encourage active exploration, experimentation, and discovery. | <input type="checkbox"/> | <input type="checkbox"/> | | | |
| 140. | Classroom materials and equipment promote action and interaction. | <input type="checkbox"/> | <input type="checkbox"/> | | | |
| 142. | Classroom materials and equipment are changed to reflect changing curriculum. | <input type="checkbox"/> | <input type="checkbox"/> | | | |
| 156. [TPKS] | The classroom (and other learning spaces) offers learning experiences that promote all these areas of development: social, emotional, physical, language and cognitive. | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | |
| 160. [TPKS] | Children are at play in the classroom. | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | |
| Comments | | | | | | |
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| 2.B: Areas of Development: Social-Emotional Development | | Yes | No | No Opp | Not Age | NA |
|---|--|--------------------------|--------------------------|--------|--------------------------|----|
| 180. [TPKS] | Children have chances to learn how to be a friend to others. | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | |
| 181. [TPKS] | Children have chances to learn how to help others. | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | |
| Comments | | | | | | |
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| 2.C: Areas of Development: Physical Development | | Yes | No | No Opp | Not Age | NA |
|---|---|--------------------------|--------------------------|--------|--------------------------|----|
| 188. [IT] | Infants, toddlers, and twos have chances to move freely through self-initiated movement. | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | |
| 193. [IT] | Infants, toddlers, and twos have chances to use their hands and fingers in age-appropriate ways. | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | |
| 195. [TPKS] | Children have access to two or more kinds of activities and materials that support fine-motor development . | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | |
| 198. | Children have chances to practice sensory-motor integration skills . | <input type="checkbox"/> | <input type="checkbox"/> | | | |
| 199. | Children have chances to practice coordination, strength, and balance (controlled movement) skills. | <input type="checkbox"/> | <input type="checkbox"/> | | | |
| Comments | | | | | | |
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| 2.D: Areas of Development: Language Development | Yes | No | No Opp | Not Age | NA |
|--|--------------------------|--------------------------|--------------------------|---------|----|
| 215. Children have chances to respond to questions. Responses can be verbal or non-verbal. | <input type="checkbox"/> | <input type="checkbox"/> | | | |
| 216. Children can communicate needs both verbally and non-verbally. <i>Communication can be verbal or non-verbal, including writing.</i> | <input type="checkbox"/> | <input type="checkbox"/> | | | |
| 221. Planned activities include the introduction of new words. | <input type="checkbox"/> | <input type="checkbox"/> | | | |
| 222. New words are introduced to children when books are read. <i>Rate No Opp if no books are read to children during the observation period.</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| Comments | | | | | |
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| 2.E: Curriculum Content Area for Cognitive Development: Early Literacy | Yes | No | No Opp | Not Age | NA |
|--|--------------------------|--------------------------|--------------------------|--------------------------|----|
| 234. [IT] Infants, toddlers, and twos have early literacy experiences through songs, rhymes, books and routine games . | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | |
| 238. [IT] Every day, Infants, toddlers, and twos have chances to hear and respond to different types of books . | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | |
| 239. [IT] Infants, toddlers, and twos have access to durable books. | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | |
| 251. [TPKS] Children can see print throughout the classroom. | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | |
| 252. [TPKS] Children have chances to use print in the classroom. | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | |
| 253. [TPKS] Items belonging to a child are labeled with his or her name. | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | |
| 261. [PKS] Children have chances to explore books on their own. | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | |
| 262. [PKS] There are quiet places where children can sit and enjoy reading. | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | |
| 268. [PKS] Teachers read the same book to children more than once. <i>Rate No Opp if no books are read during the observation period.</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 270. [PKS] Teachers have conversations with children that help them understand the content of a book. <i>Rate No Opp if no book is read during the observation.</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 286. [PKS] The alphabet is posted in the classroom at children's eye level, or made available on laminated cards. | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | |
| 298. [PKS] Teachers help children identify letters. <i>Rate No Opp if no children appear to need help identifying letters during the observation period.</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 305. [PKS] Teachers encourage children to name letters of the alphabet. <i>Rate No Opp if there are no opportunities for this to take place during the observation period.</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 306. [PKS] Teachers encourage children to write letters of the alphabet. | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | |
| 311. [KS] Kindergarteners and school-agers have chances to read familiar words in the classroom | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | |
| 312. [KS] Kindergarteners and school-agers have chances to read familiar sentences in the classroom. | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | |
| 313. [KS] Kindergarteners and school-agers have chances to read simple books in the classroom. | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | |

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| 2.E: Curriculum Content Area for Cognitive Development: Early Literacy | Yes | No | No Opp | Not Age | NA |
|--|--------------------------|--------------------------|--------------------------|--------------------------|----|
| 1517. Teachers help children identify the sounds that letters represent. [PKS] <i>Rate No Opp if no children appear to need help identifying the sounds that letters represent during the observation period.</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Comments <div style="border: 1px solid black; height: 130px;"></div> | | | | | |

| 2.F: Curriculum Content Area for Cognitive Development: Early Mathematics | Yes | No | No Opp | Not Age | N/A |
|---|--------------------------|--------------------------|--------------------------|--------------------------|-----|
| 330. Counting books are read to infants, toddlers and twos. [IT] <i>Rate No Opp if there are no opportunities for this to take place during the observation period.</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 331. Books about shapes are read to infants, toddlers, and twos. [IT] <i>Rate No Opp if there are no opportunities for this to take place during the observation period.</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 338. Children have chances to see and learn numerals and number words in the classroom. [TPKS] | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | |
| 346. Children have chances to use standard units of measurement in their learning environments. [PKS] | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | |
| 347. Children have chances to use non-standard units of measurement in their learning environments. [PKS] | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | |
| 365. Kindergarteners and school-agers have chances to practice using a calendar, timer or clock. [KS] | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | |
| Comments <div style="border: 1px solid black; height: 80px;"></div> | | | | | |

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| 2.G: Curriculum Content Area for Cognitive Development: Science | Yes | No | No Opp | Not Age | N/A |
|---|--------------------------|--------------------------|--------|--------------------------|-----|
| 373. Children have chances to learn about the difference between living and non-living things (e.g., plants vs. rocks). [PKS] | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | |
| 374. Children have chances to learn about life cycles of various organisms . [PKS] | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | |
| 375. Children have chances to learn about the earth and sky . [PKS] | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | |
| 384. Children have chances to use their five senses to explore or experiment with natural and physical phenomena . [PKS] | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | |
| 387. Children have chances to use simple tools to observe natural and physical objects and events. [PKS] | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | |
| Comments | | | | | |
| | | | | | |

| 2H: Curriculum Content Area for Cognitive Development: Technology | Yes | No | No Opp | Not Age | N/A |
|--|--------------------------|--------------------------|--------|--------------------------|-----|
| 400. Teachers limit the use of passive media to developmentally appropriate content. [TPKS] | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | |
| 401. Children have access to technology that they can use by themselves. [PKS] | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | |
| 404. Teachers use technology to extend learning in the classroom. [PKS] | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | |
| Comments | | | | | |
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| 2.J: Curriculum Content Area for Cognitive Development: Creative Expression and Appreciation for the Arts | Yes | No | No Opp | Not Age | N/A |
|---|--------------------------|--------------------------|--------|--------------------------|-----|
| 409. Children have chances to appreciate culturally diverse music in their learning environments. | <input type="checkbox"/> | <input type="checkbox"/> | | | |
| 432. Children have chances to sing and play music. [PKS] | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | |
| 433. Children have chances to engage in three or more kinds of dramatic play. | <input type="checkbox"/> | <input type="checkbox"/> | | | |
| 440. Children have chances to share and talk about each other's art. [PKS] | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | |
| Comments | | | | | |
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| 2.K: Curriculum Content Area for Cognitive Development: Health and Safety | | Yes | No | No Opp | Not Age | N/A |
|---|--|--------------------------|--------------------------|--------|--------------------------|-----|
| 449. [TPKS] | Children have chances to learn which foods are healthy and why they should choose healthy foods. | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | |
| 454. [TPKS] | Children have chances to learn and practice classroom safety rules . | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | |
| Comments | | | | | | |
| | | | | | | |

| 2.L: Curriculum Content Area for Cognitive Development: Social Studies | | Yes | No | No Opp | Not Age | N/A |
|--|---|--------------------------|--------------------------|--------------------------|--------------------------|-----|
| 464. | Children have a chance to connect self-identity (their own and others) to family, cultural , national, and other groups they are part of. | <input type="checkbox"/> | <input type="checkbox"/> | | | |
| 471. [TPKS] | Children have chances to learn about different languages in non-stereotypical ways. | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | |
| 480. [TPKS] | Children have chances to explore family roles through dramatic play. | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | |
| 481. [TPKS] | Children have chances to explore adult jobs through dramatic play. | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | |
| 487. [PKS] | Children talk about friendship in the classroom. <i>Rate No Opp if there are no opportunities for this to take place during the observation period.</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 488. [PKS] | Children talk about their classroom responsibilities, such as jobs assigned and acceptable behavior. <i>Rate No Opp if there are no opportunities for this to take place during the observation period.</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 489. [PKS] | Children talk about classroom authority, such as decision making and complying with teacher requests. <i>Rate No Opp if there are no opportunities for this to take place during the observation period.</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 490. [PKS] | Children talk to negotiate their differences and solve problems. <i>Rate No Opp if there are no opportunities for this to take place during the observation period.</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Comments | | | | | | |
| | | | | | | |

Standard 3 – Teaching

| 3.A: Designing Enriched Learning Environments | | Yes | No | No Opp | Not Age | N/A |
|---|---|--------------------------|--------------------------|--------|--------------------------|--------------------------|
| 513. | Teaching staff work as a team to implement daily teaching and learning activities. <i>Rate 'N/A' if only one teaching staff member works with the group.</i> | <input type="checkbox"/> | <input type="checkbox"/> | | | <input type="checkbox"/> |
| 519. | Children have chances for sensory play every day. | <input type="checkbox"/> | <input type="checkbox"/> | | | |
| 521. | Children have a daily naptime or rest period. | <input type="checkbox"/> | <input type="checkbox"/> | | | |
| 527. [TPKS] | The classroom is designed in a way that helps prevent disruptive behaviors . | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | |
| 528. [TPKS] | Classroom schedules contribute to the prevention of disruptive behaviors . | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | |

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| 3.A: Designing Enriched Learning Environments | | Yes | No | No Opp | Not Age | N/A |
|---|--|--------------------------|--------------------------|--------|--------------------------|-----|
| 530. [TPKS] | Classroom activities are designed in ways that help prevent disruptive behaviors . | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | |
| 533. [TPKS] | One or more classroom displays are at children’s eye level. | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | |
| 536. [TPKS] | Children know where to find classroom materials and where to put them away. <i>Rate No if teachers are doing all of the clean-up; if most of the children, most of the time do not help in clean-up or show confusion about where to find or store classroom materials.</i> | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | |
| Comments | | | | | | |
| | | | | | | |

| 3.B: Creating Caring Communities for Learning | | Yes | No | No Opp | Not Age | N/A |
|---|--|--------------------------|--------------------------|--------------------------|--------------------------|-----|
| 538. | Teachers’ interactions with children show that they know them well. | <input type="checkbox"/> | <input type="checkbox"/> | | | |
| 539. | Teachers’ interactions with families show that they know them well. <i>Rate No Opp if there are no opportunities for this to take place during the observation period.</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 540. | Teachers’ interactions with children and families show that they know about their language, culture, and community . | <input type="checkbox"/> | <input type="checkbox"/> | | | |
| 547. [PKS] | Teachers respond when a child needs help or attention. <i>Rate No Opp if no children appear to need help or the attention of teaching staff during the observation period.</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 548. | Teachers pay attention to the children. | <input type="checkbox"/> | <input type="checkbox"/> | | | |
| 550. [PKS] | Teachers comfort children when needed. <i>Rate No Opp if no children appear to need comfort from teaching staff during the observation period.</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 556. | Teachers manage children’s behavior without threats, bribes, or raised voices. | <input type="checkbox"/> | <input type="checkbox"/> | | | |
| 562. [I] | Teachers look for, listen, and respond to infants’ verbal cues . | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | |
| 563. [I] | Teachers look for, listen and respond to infants’ non-verbal cues . | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | |
| 567. [TPKS] | Teachers show interest when children share their experiences. | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | |
| 568. [TPKS] | Teachers show interest when children share their work and creative products. <i>Rate No Opp if there are no opportunities for children to share their work and creative products with teaching staff during the observation period.</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 574. [PKS] | Children help to plan some classroom projects or themes. <i>Rate No Opp if there are no opportunities for this to take place during the observation period.</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Comments | | | | | | |
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| 3.D: Using Time, Grouping, and Routine to Achieve Learning Goals | Yes | No | No Opp | Not Age | N/A |
|---|--------------------------|--------------------------|--------|---------|-----|
| 594. Some of the class's activities take place indoors. | <input type="checkbox"/> | <input type="checkbox"/> | | | |
| 598. Teachers use children's routine care activities as a time to promote language development. | <input type="checkbox"/> | <input type="checkbox"/> | | | |
| 600. Teachers schedule some time each day when children can choose their own activities. | <input type="checkbox"/> | <input type="checkbox"/> | | | |
| 601. Teachers put out a variety of materials each day so that children can choose their own activities. | <input type="checkbox"/> | <input type="checkbox"/> | | | |
| Comments | | | | | |
| | | | | | |

| 3.E: Responding To Children's Interests and Needs | Yes | No | No Opp | Not Age | N/A |
|---|--------------------------|--------------------------|--------|--------------------------|-----|
| 655. Infant teachers talk to babies in simple language. [I] | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | |
| 662. Teachers observe children to assess how well they understand things. [TPKS] | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | |
| 663. Teachers talk with children to assess how well they understand things. [TPKS] | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | |
| 664. Teachers listen to children to assess how well they understand things. [TPKS] | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | |
| Comments | | | | | |
| | | | | | |

| 3.F: Making Learning Meaningful for All Children | Yes | No | No Opp | Not Age | N/A |
|---|--------------------------|--------------------------|--------|---------|--------------------------|
| 665. Teaching practices reflect the flexible use of a comprehensive curriculum . <i>Teaching staff have the ability to adapt the curriculum as needed to suit the developmental needs of the group and individual children.</i> | <input type="checkbox"/> | <input type="checkbox"/> | | | |
| 672. For children who are dual language learners , teachers use pictures to help them understand the classroom's main spoken language. <i>Rate 'N/A' if all children present in the group are familiar with the classroom's spoken language.</i> | <input type="checkbox"/> | <input type="checkbox"/> | | | <input type="checkbox"/> |
| 673. For children who are dual language learners , teachers use familiar objects to help them understand the classroom's main spoken language. <i>Rate 'N/A' if all children present in the group are familiar with the classroom's spoken language.</i> | <input type="checkbox"/> | <input type="checkbox"/> | | | <input type="checkbox"/> |
| Comments | | | | | |
| | | | | | |

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| 3.G: Using Instruction to Deepen Children’s Understanding and Build Their Skills and Knowledge | | Yes | No | No Opp | Not Age | N/A |
|--|---|--------------------------|--------------------------|--------------------------|--------------------------|-----|
| 681. | Teachers use information from multiple sources to identify what children have learned. <i>Rate No Opp if there are no opportunities for this to take place during the observation period.</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 682. | Teachers use information from multiple sources to adapt curriculum and teaching to meet children’s needs and interests. <i>Rate No Opp if there are no opportunities for this to take place during the observation period.</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 683. | Teachers use information from multiple sources to encourage children’s curiosity. <i>Rate No Opp if there are no opportunities for this to take place during the observation period.</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 684. | Teachers use information from multiple sources to extend children’s engagement in learning activities. <i>Rate No Opp if there are no opportunities for this to take place during the observation period.</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 685. | Teachers use information from multiple sources to support self-initiated learning. <i>Rate No Opp if there are no opportunities for this to take place during the observation period.</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 711. [TPKS] | Teachers join children in learning centers and observe them. | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | |
| 712. [TPKS] | Teachers join children in learning centers and have conversations with them. | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | |
| 713. [TPKS] | Teachers position themselves at eye-level with the children when they join them in learning centers . | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | |
| 720. [PKS] | Teachers use demonstration or individual guidance to teach specific skills to children. | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | |
| Comments | | | | | | |
| | | | | | | |

Standard 4 – Assessment of Child Progress

| 4.D: Adapting Curriculum, Individualizing Teaching, and Informing Program Development | | Yes | No | No Opp | Not Age | N/A |
|---|---|--------------------------|--------------------------|--------|---------|-----|
| 769. | Teachers observe and interact with children as a way to individualize their teaching methods. | <input type="checkbox"/> | <input type="checkbox"/> | | | |
| Comments | | | | | | |
| | | | | | | |

Standard 5 – Health

| 5.A: Promoting and Protecting Children’s Health and Controlling Infectious Disease | | Yes | No | No Opp | Not Age | NA |
|--|---|--------------------------|--------------------------|--------|---------|----|
| 819. | Children play outside each day, when weather conditions permit. | <input type="checkbox"/> | <input type="checkbox"/> | | | |

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| 5.A: Promoting and Protecting Children’s Health and Controlling Infectious Disease | Yes | No | No Opp | Not Age | NA |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 832. Clothing or a cloth diapers soiled by urine or feces are sealed in a plastic bag (without rinsing or avoidable handling) and sent home that day for laundering. <i>Rate No Opp if no soiled clothing or cloth diapers are seen during the observation.</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 833. Staff check for and change wet or soiled diapers or training pants every 2 hours when children are awake. <i>Rate No Opp if there are no opportunities for this to take place during the observation period. Rate NA if the group does not include children in diapers or training pants.</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> |
| 834. Staff check for and change wet or soiled diapers or training pants when a child wakes up from a nap. <i>Rate No Opp if no child in diapers or training pants wake up from a nap during the observation period. Rate NA if the group does not include children in diapers or training pants.</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> |
| 836. Staff only change children’s diapers, training pants, or soiled underwear in a designated changing area and not elsewhere in the facility. <i>Rate No Opp if there are no opportunities for this to take place during the observation period.</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 839. [KS] Kindergartners and school-agers change their underclothing in a designated area that is just for their age group. <i>Rate No Opp if there are no opportunities for this to take place during the observation period.</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 845. Staff members whose primary function is preparing food do not change diapers until they’ve completed their food preparation duties for the day. <i>Rate No Opp if there are no opportunities for this to take place during the observation period. Rate NA if the group does not include children in diapers or training pants.</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> |
| 863. Program staff follow appropriate hand hygiene procedures. <i>Rate No Opp if there are no opportunities for this to take place during the observation period.</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 864. All staff, volunteers, and children wash or sanitize their hands when it will reduce the risk of transmitting infectious diseases to themselves and others. <i>Rate No Opp if no hand hygiene is observed. For children 24 months and under, soap and water should be used and alcohol-based hand sanitizers should not be used.</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 865. Staff help children wash or sanitize their hands as needed. <i>Rate No Opp if no hand hygiene is observed or if no children appear to need assistance when washing or sanitizing their hands. For children 24 months and under, soap and water should be used and alcohol-based hand sanitizers should not be used.</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 867. Both children and adults wash or sanitize their hands after diapering (use of wet wipes is acceptable for infants). <i>Rate No Opp if no diapering takes place during the observation period. For children 24 months and under, soap and water should be used and alcohol-based hand sanitizers should not be used.</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 868. Both children and adults wash or sanitize their hands after using the toilet. <i>Rate No Opp if no child or adult uses the toilet during the observation period. For children 24 months and under, soap and water should be used and alcohol-based hand sanitizers should not be used.</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |

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| 5.A: Promoting and Protecting Children’s Health and Controlling Infectious Disease | Yes | No | No Opp | Not Age | NA |
|--|--------------------------|--------------------------|--------------------------|---------|--------------------------|
| <p>876. Both children and adults wash or sanitize their hands when moving from one class to another (e.g., visiting, sharing an outdoor learning environment) that involves contact with infants, toddlers, or twos.</p> <p><i>Rate No Opp if children are not moved from one group to another involving contact with infants, toddlers, or twos. Rate NA if the program does not enroll infants, toddlers, or twos. For children 24 months and under, soap and water should be used and alcohol-based hand sanitizers should not be used.</i></p> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> |
| <p>878. Adults wash or sanitize their hands before and after administering medication.</p> <p><i>Rate No Opp if medication is not administered during the observation period.</i></p> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| <p>881. Adults and children use liquid soap and running water to wash their hands.</p> <p><i>Rate No Opp if hand washing does not take place during the observation period.</i></p> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| <p>883. Adults and children rinse well after washing their hands.</p> <p><i>Rate No Opp if hand washing does not take place during the observation period.</i></p> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| <p>884. After washing their hands, adults and children dry their hands with a paper towel, a single-use towel or a dryer.</p> <p><i>Rate No Opp if hand washing does not take place during the observation period.</i></p> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| <p>887. Staff do not use hand-washing sinks for bathing children or for removing smeared fecal material.</p> <p><i>Rate No Opp if no children require bathing and none require removal of smeared fecal material.</i></p> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| <p>905. Staff do not administer medication to children UNLESS written permission has been provided by parents or legal guardians and a licensed health provider.</p> <p><i>Rate NA if it is program policy to not administer prescription medications. Rate No Opp if program policy permits the administration of prescription medications, but no prescription medications are administered during the observation period.</i></p> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> |
| <p>909. Medications are labeled with the</p> <ul style="list-style-type: none"> • Child’s first and last names • Date that 1) either the prescription was filled or 2) the recommendation was obtained from the child’s licensed health care provider • Name of the licensed health care provider • Expiration date or period of use of the medication • Manufacturer’s instructions or the original prescription label that details the name and strength of the medication • Instructions on how to administer and store the medication <p><i>Rate NA if it is program policy to not administer prescription medications. Rate No Opp if program policy permits the administration of prescription medication, but no prescription medications are seen during the observation period.</i></p> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> |
| <p>910. Most medications are kept in a locked container. Medications that must be readily available are stored in a safe manner, inaccessible to children, while allowing for quick access by staff.</p> <p><i>Rate NA if it is program policy to not administer medications. Rate No Opp if program policy permits the administration of medication, but no medications or medication containers are seen during the observation period.</i></p> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> |

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| 5.A: Promoting and Protecting Children’s Health and Controlling Infectious Disease | | Yes | No | No Opp | Not Age | NA |
|--|---|--------------------------|--------------------------|--------------------------|--------------------------|----|
| 931. [I] | Infants younger than twelve months are held for bottle-feeding. <i>Rate No Opp if no bottle-feeding is observed.</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 932. [I] | Infants older than twelve months who are unable to sit independently are held while being fed. <i>Rate No Opp if no feeding is seen during the observation period.</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 933. [IT] | Infants, toddlers and twos do not have bottles while in a crib or bed. <i>Rate No Opp if no infants, toddlers, or twos are observed in a crib or bed.</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 934. [IT] | Infants, toddlers and twos are not fed from propped bottles at any time. <i>Rate No Opp if no bottle feeding is seen during the observation period.</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Comments | | | | | | |
| | | | | | | |

| 5.B: Ensuring Children’s Nutritional Well-being | | Yes | No | No Opp | Not Age | NA |
|---|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 946. | Children’s food and drinks brought from home are labeled with the child’s name and the date the food was brought into the program. <i>Rate NA if all food and drinks are provided at the program. Rate No Opp if no food or drinks brought from home are observed.</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> |
| 947. | Staff refrigerate perishable food until it is served. <i>Rate NA if perishable foods are not stored in the classroom.</i> | <input type="checkbox"/> | <input type="checkbox"/> | | | <input type="checkbox"/> |
| 957. [I] | For all infants, program staff keep a daily record documenting the type and quantity of food each child consumes. | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | |
| 958. | For children with disabilities who have special feeding needs , program staff keep a daily record documenting the type and quantity of food a child consumes. <i>Rate NA if there are no children with diagnosed special feeding needs enrolled in the class. Rate No Opp if there are children with special feeding needs enrolled in the class, but no meals or snacks are served during the observation period.</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> |
| 964. | Clean, sanitary drinking water is readily available to children throughout the day. (Infants fed only breast milk or infant formula do not need to be offered water.) | <input type="checkbox"/> | <input type="checkbox"/> | | | |
| 978. [I] | Staff only provide solid foods in bottle feedings when instructed in writing by the child’s health care provider. <i>Rate No Opp if staff are not observed to be preparing or serving solid foods in bottles during the observation period.</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 980. [I] | When warming formula and breast milk, staff warm it in water up to 120° Fahrenheit for a maximum of 5 minutes. <i>Rate No Opp if staff are not observed to be warming formula or breast milk during the observation period.</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 989. [I] | Staff do not offer solid foods to infants younger than 4 months, unless that practice is approved by families. <i>Rate No Opp if solid foods are not offered during the observation period. Rate Not Age for infant classes that do not enroll children younger than 4 months.</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |

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| 5.B: Ensuring Children’s Nutritional Well-being | | Yes | No | No Opp | Not Age | NA |
|---|--|--------------------------|--------------------------|--------------------------|--------------------------|----|
| 990. [I] | Staff do not offer whole fruits to infants younger than six months. <i>Rate No Opp if whole fruits are not offered during the observation period. Rate Not Age for infant classes that do not enroll children younger than 6 months.</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 991. [I] | Staff do not offer fruit juices to infants younger than 12 months, unless that practice is approved by families. <i>Rate No Opp if no fruit juices are served during the observation period.</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 993. [I] | Infants 12 months and older are served no more than 4 ounces of 100% fruit juice per day. <i>Rate No Opp if no fruit juices are served during the observation period. Rate Not Age for infant classes that do not enroll infants age 12 months or older.</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 995. [I] | Staff feed infants when they seem hungry. <i>Rate No Opp if no infants appear to be hungry during the observation period.</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 998. [ITP] | Staff never feed the following foods to children younger than 4 years: <ul style="list-style-type: none"> • Hot dogs, whole or sliced into rounds • Whole grapes • Nuts • Popcorn • Raw peas • Hard pretzels • Spoonfuls of peanut butter • Chunks of raw carrots or meat larger than can be swallowed whole <i>Rate No Opp if no meals or snacks are served or consumed during the observation period.</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 1003. [TPKS] | Written menus are posted where families can see them. | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | |
| Comments | | | | | | |
| | | | | | | |

| 5.C: Promoting and Protecting Children’s Health and Controlling Infectious Disease | | Yes | No | No Opp | Not Age | NA |
|--|--|--------------------------|--------------------------|--------------------------|---------|--------------------------|
| 1013. | Surfaces that may come in contact with body fluids are disposable or made from a material that can be sanitized. | <input type="checkbox"/> | <input type="checkbox"/> | | | |
| 1016. | Staff dispose of blood- contaminated materials by tying them securely in a plastic bag before placing in a trash bin with a lid. <i>Rate No Opp if no materials become contaminated by blood during the observation period.</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 1025. | Classroom pets or visiting animals appear to be healthy. <i>Rate No Opp if neither classroom pets nor visit animals are observed. Rate NA if no classroom pets or visiting animals are permitted in the program.</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> |
| 1566. | If used, chlorine bleach solutions are prepared daily. <i>Rate NA if chlorine bleach is not used in the program.</i> | <input type="checkbox"/> | <input type="checkbox"/> | | | <input type="checkbox"/> |
| Comments | | | | | | |
| | | | | | | |

Standard 9 – Physical Environment

| 9.A: Indoor and Outdoor Equipment, Materials, and Furnishings | Yes | No | No Opp | Not Age | NA |
|--|--------------------------|--------------------------|--------|---------|--------------------------|
| 1161. The classroom has a place for changing clothing, soiled underwear and diapers that is located away from food preparation areas. | <input type="checkbox"/> | <input type="checkbox"/> | | | |
| 1163. The classroom has chairs with backs that are sized so children can sit with their feet on the floor. <i>Rate NA if classroom serves only children less than 1 year of age.</i> | <input type="checkbox"/> | <input type="checkbox"/> | | | <input type="checkbox"/> |
| 1164. The classroom has tables sized so that a child can sit comfortably with the table between underarm and waist. | <input type="checkbox"/> | <input type="checkbox"/> | | | |
| 1165. The classroom has sleep equipment for every child that spends more than 4 hours a day in the program. No child is allowed to sleep on the floor without using sleep equipment. | <input type="checkbox"/> | <input type="checkbox"/> | | | |
| 1166. The program has sleep equipment and a blanket available for a sick child. | <input type="checkbox"/> | <input type="checkbox"/> | | | |
| 1169. There is individual space for each child’s belongings. | <input type="checkbox"/> | <input type="checkbox"/> | | | |
| 1170. Classroom furniture, equipment and materials are durable and in good repair . | <input type="checkbox"/> | <input type="checkbox"/> | | | |
| 1172. Children have access to a variety of materials and equipment most of the time, both inside and outside. | <input type="checkbox"/> | <input type="checkbox"/> | | | |
| 1173. There is a variety of dramatic play equipment in the learning environments. | <input type="checkbox"/> | <input type="checkbox"/> | | | |
| 1174. There is a variety of sensory materials in the learning environments. | <input type="checkbox"/> | <input type="checkbox"/> | | | |
| 1175. There are a variety of materials and equipment related to literacy, math, science, and social studies in the learning environments. | <input type="checkbox"/> | <input type="checkbox"/> | | | |
| 1181. Classroom materials are organized and grouped on low, open shelves. | <input type="checkbox"/> | <input type="checkbox"/> | | | |
| 1184. Some of the materials and equipment available in the classroom are designed for individual play . | <input type="checkbox"/> | <input type="checkbox"/> | | | |
| 1185. Some of the materials and equipment available in the classroom are designed for use by two or more children together. | <input type="checkbox"/> | <input type="checkbox"/> | | | |
| 1186. There are enough materials and equipment in the classroom to keep all the children occupied. | <input type="checkbox"/> | <input type="checkbox"/> | | | |
| 1189. The classroom has a bulletin board or other display area where families can see class information such as daily schedule, lesson plans , and upcoming events. | <input type="checkbox"/> | <input type="checkbox"/> | | | |
| 1190. The classroom has family mailboxes or other family-specific places where families can gather information about their child’s day. | <input type="checkbox"/> | <input type="checkbox"/> | | | |
| 1191. The classroom environment includes places for displaying children’s work. | <input type="checkbox"/> | <input type="checkbox"/> | | | |
| 1195. Classrooms are arranged to accommodate children individually, in small groups , and in a large group . | <input type="checkbox"/> | <input type="checkbox"/> | | | |
| 1199. Classroom materials, equipment, and furnishings are developmentally appropriate for the age(s) of children using the room. | <input type="checkbox"/> | <input type="checkbox"/> | | | |
| 1200. Classroom materials, equipment, and furnishings support the curriculum and learning goals for the age(s) of children using the room. | <input type="checkbox"/> | <input type="checkbox"/> | | | |

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| 9.A: Indoor and Outdoor Equipment, Materials, and Furnishings | Yes | No | No Opp | Not Age | NA |
|--|--------------------------|--------------------------|--------|---------|----|
| 1518. Posted daily schedules, lesson plans , and other notices in the classroom are current and up to date. | <input type="checkbox"/> | <input type="checkbox"/> | | | |
| 1574. Furniture is made of solid wood or low-VOC (Volatile Organic Compounds) products, rather than items made of engineered wood such as plywood, particle board, or medium-density fiberboard. | <input type="checkbox"/> | <input type="checkbox"/> | | | |
| Comments | | | | | |
| | | | | | |

| 9.B: Outdoor Environmental Design | Yes | No | No Opp | Not Age | NA |
|--|--------------------------|--------------------------|--------|---------|--------------------------|
| 1205. Outdoor learning environments contain equipment that is developmentally appropriate . | <input type="checkbox"/> | <input type="checkbox"/> | | | |
| 1207. Outdoor learning environments accommodate three or more gross motor experiences . | <input type="checkbox"/> | <input type="checkbox"/> | | | |
| 1211. Outdoor learning environments have fences, walls or natural barriers that protect children from hazards . <i>Rate NA if the program does not utilize an outdoor learning environment at least once a week. When assessing multiple outdoor learning environments, all of the outdoor learning environments must have protective barriers.</i> | <input type="checkbox"/> | <input type="checkbox"/> | | | <input type="checkbox"/> |
| 1212. The physical layout of outdoor learning environments allows staff to easily supervise children by sight and sound. <i>Rate NA if the program does not utilize an outdoor learning environment at least once a week.</i> | <input type="checkbox"/> | <input type="checkbox"/> | | | <input type="checkbox"/> |
| 1213. The outdoor learning environment is large enough to accommodate at least one class at a time, or all of the children observed outside together at any time. | <input type="checkbox"/> | <input type="checkbox"/> | | | |
| Comments | | | | | |
| | | | | | |

| 9.C: Building and Physical Design | Yes | No | No Opp | Not Age | NA |
|--|--------------------------|--------------------------|--------|--------------------------|--------------------------|
| 1238. Children who attend the program for more than two hours a day are exposed to natural light in at least some of the indoor areas they occupy. <i>Rate NA if no children in the class attend the program for more than 2 hours per day.</i> | <input type="checkbox"/> | <input type="checkbox"/> | | | <input type="checkbox"/> |
| 1242. At least one suitably sized hand-washing sink is available for staff to use. | <input type="checkbox"/> | <input type="checkbox"/> | | | |
| 1243. Children can reach the hand-washing sinks without staff assistance (stepstools are available if needed). | <input type="checkbox"/> | <input type="checkbox"/> | | | |
| 1244. The program facility appears to be clean and sanitary. | <input type="checkbox"/> | <input type="checkbox"/> | | | |
| 1255. There are no baby walkers in the facility. [I] | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | |
| 1264. Each classroom has a fire extinguisher and a smoke detector, sprinkler system or fire alarm. | <input type="checkbox"/> | <input type="checkbox"/> | | | |

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| 9.C: Building and Physical Design | Yes | No | No Opp | Not Age | NA |
|---|--------------------------|--------------------------|--------|---------|----|
| 1265. Classroom fire extinguishers have tags showing that they've been serviced within the last year. | <input type="checkbox"/> | <input type="checkbox"/> | | | |
| 1266. Each classroom has a carbon monoxide detector. | <input type="checkbox"/> | <input type="checkbox"/> | | | |
| Comments | | | | | |
| | | | | | |

| 9.D: Environment Health | Yes | No | No Opp | Not Age | NA |
|---|--------------------------|--------------------------|--------------------------|---------|----|
| 1284. The noise level in the classroom does not make conversation difficult. | <input type="checkbox"/> | <input type="checkbox"/> | | | |
| 1288. No smoking or use of electronic cigarettes (“vaping”) takes place in the presence of children. | <input type="checkbox"/> | <input type="checkbox"/> | | | |
| 1295. Staff follow manufacturer’s directions when using toxic substances . <i>Rate No Opp if no toxic substances are used by staff during the observation period.</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 1296. Toxic substances are stored in their original labeled container, except diluted bleach solutions, which may be in a spray bottle (not original packaging). | <input type="checkbox"/> | <input type="checkbox"/> | | | |
| 1297. Toxic substances (including undiluted bleach) are kept in a locked room or cabinet. Hand sanitizer and diluted bleach solutions are exceptions – they are out of reach of children but do not need to be locked in a room or cabinet. | <input type="checkbox"/> | <input type="checkbox"/> | | | |
| 1299. Toxic substances are stored separately from food and medicine. | <input type="checkbox"/> | <input type="checkbox"/> | | | |
| 1300. Matches and lighters are not accessible to children. | <input type="checkbox"/> | <input type="checkbox"/> | | | |
| Comments | | | | | |
| | | | | | |

Standard 10 – Leadership and Management

| 10.B: Management Policies and Procedures | Yes | No | No Opp | Not Age | NA |
|--|--------------------------|--------------------------|--------|---------|----|
| 1353. Teaching staff provide children with ongoing personal contact. | <input type="checkbox"/> | <input type="checkbox"/> | | | |
| 1373. Each child remains within a class of mostly the same children. | <input type="checkbox"/> | <input type="checkbox"/> | | | |
| 1374. Not counting staff break times, there is no more than one change of teaching staff during the observation. | <input type="checkbox"/> | <input type="checkbox"/> | | | |
| 1375. Each child remains with a single class for most of the day. | <input type="checkbox"/> | <input type="checkbox"/> | | | |
| Comments | | | | | |
| | | | | | |

Notes

In one or two sentences, 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. Note anything unusual or challenging. Write item numbers if applicable and include date(s) if this tool was completed over the course of multiple observations.

Class Observation Tool: All Ages

Self Study

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Accessibility requirements (ADA): Definition -- (1) An accessible entrance; (2) an accessible route to classrooms; (3) at least one accessible restroom; (4) accessible telephones; (5) accessible drinking fountains; and (6) when possible, additional accessible elements such as parking, storage, and alarms.

Accident and liability insurance coverage: Insurance coverage that protects children and program staff from the medical expenses that can arise from an accidental injury and includes general liability coverage and accident insurance coverage for children and adults. Worker's compensation coverage is considered a form of accident insurance for adults

Adult-to-child ratio: The number of children compared to the number of adults (staff, family members or program volunteers).

Air fresheners:

Examples: Potpourri, plug-ins, essential oils, incense, sprays, diffusers, mists.

Anecdotal notes: Written narrative descriptions recorded after the observed behavior(s) occurs.

Artists and performers:

Examples: Musical performers, coordinators of traveling museum exhibits, local artists, puppeteers, and community residents.

Assessment methods:

Examples: Classroom-based assessments, standardized tests, developmental screenings, diagnostic evaluations

Assistant teachers/teacher aides: Staff who implement program activities under the direct supervision of a teacher.

Audit: An examination of a company's financial accounting procedures and records by an independent accountant. The accountant provides a written opinion about the apparent accuracy and completeness of the company's financial record.

Baby walker: A mobile unit that enables a child to move on a horizontal surface when propelled by the child sitting or standing within the walker.

Balance sheet: "A financial statement that summarizes a company's assets, liabilities and shareholders' equity at a specific point in time. These three balance sheet segments give investors an idea as to what the company owns and owes, as well as the amount invested by the shareholders."

Basic concepts of geometry:

Examples: Naming and recognizing two- and three-dimensional shapes, recognizing how figures are composed of different shapes.

Basic general information (about other programs):

Examples: Contact information for area schools, general enrollment procedures, visiting opportunities (such as a list of dates for school information meetings).

Bisphenol A (BPA): A hormone-disrupting chemical used to make polycarbonate plastic (hard clear plastic). BPA and sister chemicals such as: BPS and BPF can be found in baby bottles, water bottles, canned food liners, and sippy cups. Human exposure occurs primarily through ingestion: diet, sucking/mouthing plastics, and dermal contact. Adverse health effects include prostate cancer, breast cancer, miscarriages, birth defects, early puberty, low sperm count, hyperactivity and aggressiveness.

Bodies of water:

Examples: Swimming pool, built-in wading pool, pond, storm-water pond, irrigation ditch.

Body secretion or excretion:

Examples: Blood, saliva, urine, feces, vomit, or mucus.

Broad-spectrum sunscreen: Sunscreen that protects against both UVA and UVB radiation and is SPF 15 or higher.

Caregiver routines:

Examples: Diaper changing, changing clothes, cleaning the infant.

Categories of individuals (access to assessment records):

Examples: Child's classroom teaching staff, program administrative staff, state licensing staff and other program quality assurance professionals (Head Start validators, NAEYC assessors, QRIS TAs).

CEU: CEU stands for Continuing Education Unit. A CEU is equal to ten hours of participation in an accredited training program designed for professionals (such as teachers, lawyers, real estate agents) who are required to show evidence of annual training in order to remain certified or licensed in their profession.

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 & Rasminsky, *Challenging Behavior in Young Children* (2nd Ed.), Pearson Education Inc., 2007, p. 8).

Examples: 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.

Child portfolio: A collection of information, samples, and artifacts of a child's developmental progress. These portfolios are used to document the child's work, serve as a method to share the child's progress with others, and inform plans for further learning. Child portfolios may be physical (binder, folders) or digital (computer software, online).

Children have chances: When an item says "children have chances", "chances" means conversations, materials, equipment, or activities that allow for children to engage in a particular concept or area of development. Look for at least 2 examples of "chances".

Chromated copper arsenate: A wood preservative and insecticide comprised of arsenic, chromium, and copper used commonly in outdoor wooden structures constructed prior to 2004.

Classroom furniture, equipment and materials:

Examples: Tables, chairs, pillows, rugs, toys, gross motor equipment.

Classroom safety rules:

Examples: Use walking feet. Use gentle touch. Hold the handrail going down stairs. Wear helmets with bikes.

Classroom-based assessment methods: The type of assessment used by teachers on a day-to-day basis to collect information/evidence about each child's development and learning to inform her/his practice.

Examples: observations, checklists, rating scales, work samples, audio or video recordings

Cleaning: Physically removing all dirt and contamination, often using soap and water.

Class Observation Tool: All Ages

Self Study

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Coercion:

Examples: Rough handling (shoving, pulling, pushing, grasping any body part); 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).

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.

Common sources of contamination in older buildings: Lead paint in facilities built prior to 1978; asbestos tiles, insulation, siding, and caulking in facilities built prior to 1975; outdated and inefficient or hazardous heating systems; mold; outdated or hazardous electrical wiring.

Communication skills:

Examples: Using language to communicate needs, expressing emotions in non-harmful ways, taking turns in speaking with others, not interrupting others, moderating voice volume.

Community: The specific locality of a group of people with shared governmental, cultural, historical, social, religious, or occupational heritage.

Examples of community: Military bases; workplaces; academic campuses; local businesses; towns; neighborhoods; residential, and recreational areas or landmarks.

Community events:

Examples: Concerts, storytelling activities, other cultural or performance events designed for children and their families.

Community improvement (advocacy) projects:

Examples: Working with local officials to improve disability access on a public playground; requesting traffic calming measures near the child care program; increasing security in the community.

Community perspectives in language acquisition: Local or regional terminology for geographic or architectural features, community specific industry terminology (mining, sea ports, manufacturing, technology), community specific ethnic or cultural terminology.

Community safety topics:

Examples: Traffic safety rules, stranger awareness, staying with family while in crowds, asking for help when lost, knowing who community helpers are.

Community support services: Health, mental health, oral health, nutrition, child welfare, parenting programs, job training programs, early intervention-special education screening and assessment services, and basic needs such as housing and child care subsidies.

Comprehensive curriculum: Curriculum addressing physical, social-emotional, and language developmental areas, and cognitive development content in early literacy, early mathematics, science, technology, creative expression, health and safety, and social studies.

Comprehensive program evaluation: A formal assessment of your program’s progress toward meeting its stated goals. It should query all stakeholders and include all aspects of program functioning.

Comprehensive recycling program: The appropriate recycling of materials that otherwise would have been thrown away, reducing the selection and use of disposable materials, and increasing the selection and use of reusable materials.

Concepts and vocabulary related to dance:

Examples: Movements, slide, jump, wiggle, ballet, tap, roll, float, Swan Lake.

Concepts and vocabulary related to drama:

Examples: Pretend, imagine, emotions, act, make believe.

Concepts and vocabulary related to music:

Examples: Tempo, musician, rhythm, jazz, classical, reggae, instruments, drum, flute, Bach, Raffi, Bob Marley.

Concepts and vocabulary related to visual arts:

Examples: Texture, smooth, bumpy, media, pain, sculpture, collage, brushes, watercolors, clay, Picasso, DaVinci.

Confidential personnel files:

Examples: Applications with record of experience; transcripts of education; health-assessment records; documentation of ongoing professional development; results of performance evaluations.

Consultants: Individuals outside of the program who are invited into the program to support staff efforts to meet the needs of children and families.

Context of their lives, schedules, or routines:

Examples: The timing of events such as morning/bedtime routines, the schedule of the day, or when a sibling will be born, or a special relative/friend will visit.

Continuity of services: How staff of different organizations share information and link services to provide consistent and reliable care for children moving to different settings (e.g., preschool to kindergarten) or among different care providers at one time (e.g., child care, speech therapy, social services).

Conversation: Mutual listening and talking, done in turn, between two or more people, about a common topic of interest.

Cosmetics: Products intended to be applied to the human body for the purpose of cleaning, altering, or enhancing the appearance.

Examples: Skin moisturizers, toothpastes, deodorants, perfumes, fingernail polishes.

Counteracting stereotypical limitations: The selection and use of materials that represent people in ways that depict a diversity of experiences, values, abilities, dress, and customs rather than singular representations of an entire group or selection of people.

Cultural event:

Examples: Program at a historical site, library reading event, visiting multicultural performers.

Cultural identifiers:

Examples: Ethnic, religious, geographical (state or regional), based on the work the community does (military, government).

Cultural resources:

Examples: Gardens, zoos, museums, libraries, historic sites, fairgrounds, performance venues, public art installations; also, individuals in the community who provide cultural resources.

Current health assessment: Not more than one year old.

Data: Broadly defined as factual information and may relate to any of the curriculum content areas (not just science).

Database management systems (DBMS): Computer software for creating and managing collections of information. A DBMS gives users an organized, efficient way to create, retrieve, update and manage program data.

Class Observation Tool: All Ages

Self Study

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Deficit: *More expenditures than income in a given time period.*

Designated changing area: *An area or space prepared for the purpose of changing soiled diapers, training pants, or underwear and in which all changing related materials are readily available.*

Examples: Changing tables, bathrooms, curtained/semi-private nooks or corners.

Detergent: *A cleaning agent that helps dissolve and remove dirt and grease from fabrics and surfaces. Soap can be considered a type of detergent.*

Developmental screening: *A brief standardized procedure designed to quickly appraise a large number of children to find out which children need further evaluation. Screening typically is a process that includes use of a norm-referenced instrument, information provided by a child's teacher, and information provided by a child's family.*

Examples: Mullen Scales of Early Learning; Brigance; DIAL 3; DENVER II; Ages and Stages; ESP: Early Screening Profiles; ESI-R (Early Screening Inventory).

Developmentally appropriate: *Based on what we know about the development and learning of children within a given age range, while also considering each child's individual abilities and needs, and his or her cultural background.*

Diagnostic evaluation: *An in-depth appraisal of a child by a specialist to identify specific abilities and needs, frequently administered after a child has been noticed in a screening by a teacher or family member.*

Diaper bins: *Receptacles designed and/or used for the purpose of containing soiled diapers.*

Different types of books:

Examples: Wordless books, picture books, factual books, books with rhymes.

Dish wares:

Examples: Plates, bowls, infant bottles, sippy cups, and drinking cups.

Disinfecting: *Destroying or inactivating most germs, but not bacterial spores, on any inanimate object.*

Disruptive behaviors:

Examples: Tantrums, defiance, being overly affectionate or impulsive, screaming, aggression.

Documentation of regulatory monitoring:

Examples: License certificate, inspection reports, correspondence, web link to state public licensing reports of program status.

Drama: *Drama is broadly defined as the acting-out of a story through dialogue or pantomime. Defined broadly, drama includes dramatic or pretend play.*

Dramatic arts: *Arts created for the purpose of public performance.*

Examples: Acting (including dress-up), puppetry, musical recital, mime.

Dual Language Learner (DLL): *Refers to a child who is acquiring two or more languages simultaneously and learning a second language while continuing to develop their first language.*

Early childhood education organizations:

Examples: NAEYC (and state/local affiliates), Zero to Three, Head Start Association, Montessori Teachers' Association, Parent Cooperative Preschools International, United Methodist Association of Preschools of Tennessee, Organization of Child Care Directors of Montgomery County.

Eco-healthy floor coverings:

Examples: hardwood, linoleum, and no- or low-VOC laminate flooring.

Eco-healthy practices: *Practices that reduce or eliminate environmental hazards for young children in early learning environments.*

Examples: Using non-toxic chemicals and cleaners, washing fruits and vegetables before consumption, using non-VOC or low-VOC (Volatile Organic Compound) products and furnishings.

Economic concepts:

Examples: Money, buying and selling, wants and needs, the value of things.

Educational benefits:

Examples: scheduling to accommodate education schedules, coaching, and mentoring; recognition events and awards; and partial or full scholarships to join membership organizations, attend conferences, and/or earn specialized credentials.

Elevated levels of lead: *For schools and child care facilities, EPA's action level for lead in drinking water is 20 ppb. At this level (or higher), actions must be taken to reduce lead levels.*

Emotional regulation skills:

Examples: Persisting when frustrated, gaining control of physical impulses, expressing emotions in nonharmful ways, learning about self and others.

Employee: *Any adult employed by the program including administrative, teaching, and support roles. Interchangeable with "staff".*

Employees in contact with children:

Examples: In addition to teaching and administrative staff, bus drivers, bus monitors, custodians, cooks, clerical and other support staff.

Entrapment hazard: *"Generally, an opening presents an entrapment hazard if the distance between any interior opposing surfaces is greater than 3.5 inches and less than 9 inches." (source: "Handbook for Playground Safety", Consumer Product Safety Commission) Circular openings do not present this hazard.*

Environmental hazards:

Examples: Harmful chemicals; mold and mildew; excessive noise, heat or cold; radon; radiation and friable materials such as asbestos, crystalline silica, fiberglass, lead hazards.

Equipment most likely to cause injuries in young children:

Examples: Climbers, slides, swings, see-saws, merry-go-rounds.

Equipment not specifically designed for infant sleep:

Examples: Car safety seat, swing, bouncer, stroller, infant seat, highchair.

Ethical conduct: *Ethical conduct is behavior reflecting the core values of one's profession.*

Extended conversation: *Conversation that allows each participant to take more than one turn speaking and listening.*

Class Observation Tool: All Ages

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Family language preferences:

Examples: Preferred family terminology for body parts, bodily functions, or familial relationships.

Family roles: *The day-to-day obligations, responsibilities, privileges, or rights fulfilled by each member of a family.*

Examples: Decision-maker, care-taker, provider, helper, household manager.

Family structures:

Examples: Nuclear family, single-parent family, extended family, childless family, step-family, grandparent family, and families including adopted members, same-sex spouses, unwed partners, teen-aged parents.

Family style: *When food is served in containers holding multiple portions so that children may serve themselves. Food that is distributed in a cafeteria line or on plated trays is not considered family style.*

Fine-motor development: *Refers to the improvement of small muscle movements and control, usually in the fingers and hands.*

Examples: Fine-motor Development: turning/twisting hands and wrists, pouring liquids without spilling, fastening clothing, writing, pounding nails with control.

Five senses:

Examples: Sight, touch, hearing, taste and smell.

Fluorescent lighting: *These products may contain mercury, which is a neurotoxicant. Mercury released from a broken fluorescent light bulb will not be visible, while drops from a broken thermometer will be visible. A program should have a minimum of one complete and labeled mercury spill kit accessible to staff at all times. It should be stored in a central location in the facility, but inaccessible to children. For any type of mercury spill, immediately contact the national poison center for clean-up instructions, support and resources; national toll free number: 1-800-222-1222.*

Formal and informal communication methods:

Examples: Newsletters, e-mail communication, conversations, family conferences.

Fresh water: *Water that has recently obtained from its source.*

Friable materials: *Materials that are easily crumbled or reduced to powder, increasing the potential for inhalation.*

Full-time (administrator position): *75% or more of weekly work hours are scheduled for program administration. For example, if an administrator is scheduled to work 40 hours per week, then at least 30 hours should be spent on administrative work (not in a classroom).*

Fully equipped first-aid kit: *Includes gloves, materials to clean wounds (e.g., wet wipes or antiseptic wipes), and materials to stop bleeding.*

Games involving sequences of gestures:

Examples: Where is Thumbkin, This Little Piggy.

Geographic characteristics:

Examples: Rivers, gardens, mountains, parks, buildings, community businesses, and neighborhood layout.

Good health habits:

Examples: Habits related to personal hygiene (hand washing, using tissues, tooth brushing), nourishment (nutrition, washing fruits and vegetables before consumption), exercise and sleep.

Self Study

Good standing: *Within the previous 12 months the program has not experienced the suspension/revocation of its license or regulatory status and has not experienced any critical incidents involving failure to adhere to NAEYC Required Criteria.*

Government child nutrition guidelines: *Created by the US Department of Agriculture (USDA) Child and Adult Care Food Program (CACFP)*

Gross motor equipment: *Movable or stationary equipment that supports activities such as pulling up; walking; climbing in, on, and over; moving through, around, and under; pushing; pulling; balancing; and riding.*

Examples: Stationary climbers, swings, slides, and balance beams; balls, hoops, sports equipment, parachutes, wagons, bikes, mats, tunnels, sleds.

Gross motor experiences:

Examples: Pulling up; walking; climbing in, on, and over; moving through, around, and under; pushing; pulling; balancing; and riding.

Group projects: *Activities that require children to work collaboratively to achieve a goal or create a finished product.*

Growing patterns:

Examples: 1, 2, 4, 8...; yellow, blue, yellow, blue, red, yellow, blue, red, green...

Hand hygiene: *The use of appropriate hand washing techniques, or use of sanitizing products, to remove or destroy pathogens from the hands.*

Harmful animals, insects, pests, and poisonous plants:

Examples: Snakes, mice, rats, wasps, termites, ants, elderberry, jasmine, lily-of-the-valley, rhubarb.

Hazardous maintenance problems:

Examples: sharp edges, flaking or peeling paint, chipped floor tiles, peeling or deteriorating caulk, splinters, protruding or rusty nails, missing parts.

Hazards (outdoor learning environment):

Examples: Traffic, storm drains, ponds, wells

Health, safety, and emergency procedures:

Examples: Emergency response and evacuation; playground supervision; first aid and CPR providers on staff; and food service, diaper changing and other sanitation practices.

Home safety topics:

Examples: Home emergency preparedness, knowing how to dial 911, staying away from stoves, irons, and home chemicals.

Illness requiring exclusion:

Examples: Active tuberculosis, chickenpox, head lice, impetigo, measles, pertussis, scabies, streptococcal infections.

In good repair: *Furniture, equipment and materials are not frayed, broken, chipped, or peeling. Foam containing products and furniture have no exposed foam or stuffing.*

Income statement: *A financial statement that gives information about profit and expenses for a specific period of time. Also called an "earnings report", "operating statement" or "profit and loss report".*

Individual needs: *Physical or mental health conditions that require special education services such as early intervention or individualized supports (special needs); special feeding needs; or needs that arise from adverse life conditions (such as poverty or family stress) that call for social services, supports, or monitoring.*

Class Observation Tool: All Ages

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Individual space:

Examples: Cubby; individual hook for each child's coat/backpack; a separate area to store extra clothing; a mailbox.

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.

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.

Individualized plans for children: Behavior management plans, toilet training, plans to meet special feeding or sleeping needs, medication administration plans.

Infant sleep positioner: Devices intended to keep an infant in a desired position while sleeping.

Examples: Sleeping bolsters, wedge-style positioners, rolled up blankets placed under the infant or crib mattress.

Infants' non-verbal cues:

Examples: Thrashing, pointing or reaching, making eye contact, avoiding eye contact, turning body away from caregiver, cuddling, failing to cuddle.

Infants' verbal cues:

Examples: Crying, whining, pre-word utterances.

Infectious diseases:

Examples: Chicken pox, influenza viruses, tuberculosis, E.coli, salmonella, whooping cough, ring worm.

Integrated pest management (IPM): IPM is the application of an interconnected set of largely non-toxic methods for managing pests (insects, germs, weeds, rodents) in homes, schools, child care facilities, workplaces and public areas.

Interpersonal problems: Conflicts, disagreements, or misunderstandings between children or between children and staff.

Known medical/developmental problems requiring special care:

Examples: Allergy, asthma, seizures, orthopedic or sensory problems, and other chronic conditions; conditions that require regular medication or technology support.

Large group: Six or more children.

Large motor activities: Activities that support muscle development and control of the body and limbs.

Large motor equipment: Equipment which support muscle development and control of the body and limbs.

Large motor skill development: The improvement or large muscle movements and control, usually in the body and limbs.

Large program: Program enrollment is 60 or more full-time equivalent (FTE) children and/or employs 8 or more FTE staff.

Learning centers: Defined areas within a classroom prepared with a selection of materials that promote learning in a specific content area, such as art or science. *Examples: Blocks/construction, writing table, woodworking, library, creative arts, manipulatives, science and collections.*

Self Study

Learning Experiences:

Examples: Experiments, performing arts, conversations, field trips.

Learning style: Each person's preferred way of taking in and remembering new information.

Examples: Visual, auditory, kinesthetic, sequential, reflective.

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.

Life cycles of various organisms:

Examples: Humans, plants, animals, insects, fungus, bacteria, cells.

Mathematical terms:

Examples: More, less, big, little, longer, round, square, add, plus, inch, measure, take away, equals, volume, mass, how many, five, first.

Matter: The substance of which a physical object is composed.

Examples: Wood, dirt, rock, cork, water, oil, flesh.

Medication: A substance used for medical treatment, especially as a medicine or drug. Includes both prescription and over-the-counter drugs. Skin protectants and cosmetics are not considered medication.

Medications that must be readily available:

Examples: Emergency medication such as an EpiPen; topical over-the-counter medications such as sunscreen, lotions and diaper creams.

Mission statement: A brief written statement of purpose, values, and focus that remains constant over time.

Multiple sources (documented):

Examples: Results of standardized tests and/or classroom-based assessments, family questionnaires, and children's work products.

Multiple sources (observed):

Examples: The use of standardized tests or classroom-based assessments, prompting questions, observation done by the teachers, scaffolding, and individualized learning.

National standards (HVAC):

Examples: American Society of Heating, Refrigerating and Air-Conditioning Engineers (ASHRAE), National Air Duct Cleaners Association (NADCA), American National Standards Institute (ANSI), Air Conditioning Contractors of America (ACCA).

Negative directives:

Examples: "Stop pushing!", "No running!"

New and challenging large motor experiences:

Examples: Traffic cone bike course, impromptu obstacle courses, sprinklers.

Non-standard units of measurement:

Examples: Unit blocks, foot lengths/arm span, lengths of rope.

Class Observation Tool: All Ages

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Number words: *The language representations of quantity (e.g., one, two, three...) or position (first, second, third...).*

Examples: Writing number words (one, two, three...), matching numerals/number words, and books with numerals/number words.

Numerals: *The symbolic representations of quantity (e.g., 1, 2, 3...) or position (1st, 2nd, 3rd...).*

Examples: Writing numerals (1, 2, 3...), matching numerals/number words, and books with numerals/number words.

Other learning spaces:

Examples: Playgrounds, computer rooms, libraries, gyms or other gross motor space.

Outdoor learning environments:

Examples: Playgrounds (public or private), parks, parking lots, open fields without equipment, gardens, woods.

Passive media:

Examples: TV, DVDs, digital viewing content, digital audio files.

Phenomena: *Facts or occurrences directly observable by the senses.*

Play: *Children's active engagement and enjoyment and their ability to determine how the activity is carried out.*

Print:

Examples: Labels, classroom rules/routines, signs, posted letters, words, or sentences.

Routine care:

Examples: diapering, hand washing, feeding, taking to the restroom, tooth brushing, nap time, etc.

Routine games:

Examples: Patty-Cake, peek-a-boo, and Itsy-bitsy Spider.

Sensory-motor integration skills: *Relates to the manner by which a child takes in sensory information, processes and interprets the information, and then responds.*

Examples: Stacking blocks or rings, crawling through tunnels, copying visual cues, completing puzzles.

Skills: *Tooth brushing, assembling a puzzle, putting on a coat, holding a pencil or any other skill that the children are learning.*

Sleep equipment:

Examples: Cribs, play yards, cots, mats, sleeping bags or pads, Montessori floor beds.

Small group: *Two to six children.*

Social studies:

Examples: Family, friends, community, social roles, social rules, geography, money, businesses, governments.

Special feeding needs: *Include food intolerance, allergy, health concerns (e.g., diabetes, overweight/underweight), or medical conditions that require the use of specialized feeding equipment (e.g., feeding tubes).*

Standard units of measurement:

Examples: Imperial units and US customary units of length, weight, area and/or volume in addition to time.

Technology: *Equipment and machinery developed from scientific knowledge.*

Examples: Hand tools, microscopes, computers, clocks, keys, plumbing, wagons.

Self Study

Topics related to the Earth and sky:

Examples: Seasons; weather; geologic features; light, shadow; sun, moon, stars.

Toxic substances: *Any substance that is potentially harmful if ingested, inhaled, or absorbed through the skin.*

Examples: Cleaners, detergents, bleach, hand sanitizer, paint, pesticides, herbicides, floor and furniture polish.

Weather conditions:

Examples: Winds, temperature extremes, precipitation, pollution, pollen, high UV Index.