

# ABC Quality



ABC Quality Intentional Teaching Tool

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## Element V: Intentional Teaching Practices

**DEFINITION** - Intentional Teaching Practices refer to an educator being deliberate, purposeful and thoughtful in his/her decisions and actions.

**RATIONALE** – In ABC Quality, intentional teaching practices represent the range of practices that promote engagement in play, learning, development, and a sense of belonging for each child. Intentional teaching means teachers act with specific outcomes in mind for all domains of children’s development and learning. Intentional teachers integrate and promote meaningful learning through play in *all* domains using a repertoire of instructional strategies that are age, individually and culturally appropriate.

**CLASSROOM OBSERVATION** - ABC Quality Program Reviewers observe each classroom for 30 minutes to one hour using the Intentional Teaching Tool (ITT).

**POINTS** – Each indicator is assigned a point value: 1 point (pt) or 2 points (pts). Indicators that assigned 2pts are directly related to interactions between the teacher and the child.

### Infant and Toddler ITT

- Standard V.A. Responsive and Sensitive Care (8 indicators worth a total of 16 points)
- Standard V.B. Language and Communication (11 indicators worth a total of 22 points)
- Standard V.C. Guidance (8 indicators worth a total of 16 points)
- Standard V.D. Program Structure (13 indicators worth a total of 16 points)
- Standard V.E. Early Learning (11 indicators worth a total of 13 points)
- Standard V.F. Environment (17 indicators worth a total of 17 points)

### Pre-School ITT

- Standard V.A. Responsive and Sensitive Care (9 indicators worth a total of 18 points)
- Standard V.B. Language and Communication (6 indicators worth a total of 12 points)
- Standard V.C. Guidance (13 indicators worth a total of 26pts)
- Standard V.D. Program Structure (16 indicators worth a total of 16 points)
- Standard V.E. Early Learning (18 indicators worth a total of 18 points)
- Standard V.F. Environment (10 indicators worth a total of 10 points)

### School Age ITT

- Standard V.A. Responsive and Sensitive Care (9 indicators worth a total of 18 points)
- Standard V.B. Language and Communication (5 indicators worth a total of 10 points)
- Standard V.C. Guidance (15 indicators worth a total of 30 points)
- Standard V.D. Program Structure (11 indicators worth a total of 11 points)
- Standard V.E. Early Learning (20 indicators worth a total of 20 points)
- Standard V.F. Environment (11 indicators worth a total of 11 points)

## ABC Quality's Intentional Teaching Tool (ITT) – Infant and Toddler Classrooms

**Standard V.A. Responsive and Sensitive Care** – The program staff supports the emotional development of infants and toddlers through warm, trusting relationships with familiar and responsive teachers.

**Rationale** – High-quality infant and toddler programs support young children's emotional development through nurturing staff-child interactions that are sensitive, responsive, and consistent. Emotional development is the child's emerging ability to become secure, express feelings, develop self-awareness, and self-regulate. This is supported by staff responding to and engaging children in positive interactions as they occur naturally throughout the day.

Indicator
V.A.1 Demonstrates physical warmth through touching, holding, hugging, patting, rocking, and/or keeping a child close to the teacher's body. (2pts)
V.A.2 Contributes to the overall positive tone of the classroom by being respectful and calm. (2pts)
V.A.3 Spends the majority of time interacting with children. (2pts)
V.A.4 Responds immediately and appropriately to support a child's expression of emotions. (2pts)
V.A.5 Recognizes children's need for attachment by demonstrating patience and understanding. (2pts)
V.A.6 Respects children's privacy and maintains confidentiality. (2pts)
V.A.7 Positions body to interact and engage with children on their eye-level. (2pts)
V.A.8 Respectfully and actively listens when a child talks or attempts to communicate. (2pts)

**Standard V.B. Language and Communication** – The program staff supports children's language development through a variety of personal and meaningful interactions throughout the day.

**Rationale** – High-quality infant and toddler programs support children's language development by increasing their ability to communicate successfully with others to build relationships, share meaning, and express needs in multiple ways. This is supported by staff responding to and engaging children in playful and meaningful interactions throughout the day.

Indicator
V.B.1 Regularly initiates communication with individual children. (2pts)
V.B.2 Responds verbally to all types of a child's communication attempts. (2pts)
V.B.3 Models back and forth communication with individual children. This includes both verbal and non-verbal exchanges. (2pts)
V.B.4 Helps children connect words with actions by using self-talk. (2pts)
V.B.5 Helps children connect words with actions by using parallel talk. (2pts)
V.B.6 Encourages and supports individual children in communicating and labeling their feelings. (2pts)
V.B.7 Asks individual children simple, open-ended questions and waits for a response. (2pts)
V.B.8 Expands children's vocabulary by elaborating, extending, and sharing information. (2pts)
V.B.9 Uses verbal play to help children learn the foundations of language and early literacy. (2pts)
V.B.10 Facilitates peer-to-peer communication to promote social interaction. (2pts)
V.B.11 Encourages children to communicate and share language with each other. (2pts)

**Standard V.C. Guidance** – The program staff guide children’s social skills with respect to each child’s development, culture, and abilities.

**Rationale** – High-quality infant and toddler programs support children’s social development by increasing their understanding of self and others, and how they relate to other people and their environment. This support and guidance is maintained through caregiving practices that are consistent, predictable, and positively structured.

Indicator
V.C.1 Uses positive guidance techniques. (2pts)
V.C.2 Guides children’s behavior by telling them what to do when an undesirable or disruptive behavior occurs. (2pts)
V.C.3 Demonstrates consistency with all children. (2pts)
V.C.4 Models and promotes positive peer interactions. (2pts)
V.C.5 Encourages children by acknowledging efforts, accomplishments and helpful behaviors. (2pts)
V.C.6 Demonstrates realistic expectations for each child. (2pts)
V.C.7 Designs and manages the classroom environment to promote positive interactions. (2pts)
V.C.8 Anticipates children’s actions to prevent potential conflict or danger by intervening when appropriate. (2pts)

**Standard V.D. Program Structure** – The program is structured and organized to individualize care in group care settings.

**Rationale** – High-quality infant and toddler programs support children’s development by individualizing daily routines, conducting smooth and engaging transitions, and establishing flexible schedules to meet the needs of individual children while in group care. Emerging social and emotional development is supported and strengthened when there are consistently implemented care practices in small group settings.

Indicator
V.D.1 The room meets the ABC ratios. (1pt)
V.D.2 The room meets the ABC group size. (1pt)
V.D.3 On a daily basis, children remain in their enrolled classroom for the majority of the day. (1pt)
V.D.4 Children’s exposure to unfamiliar teachers is limited. (1pt)
V.D.5 Each child is assigned a primary teacher. (1pt)
V.D.6 The daily routine includes hand washing with soap and water for teachers and children. (1pt)
V.D.7 Teachers use daily routines and/or transitions as opportunities to engage children. (2pts)
V.D.8 Teachers conduct smooth transitions. (2pts)
V.D.9 Accommodations are made during daily routines to meet children’s individualized needs. (1pt)
V.D.10 Family-style dining is practiced during a meal service to encourage independence and socialization. (1pt)
V.D.11 Teachers follow a predictable daily routine/schedule so children can learn sequences of events and feel more secure. (1pt)
V.D.12 Child-directed activities are provided for children based on their interest. (2pts)
V.D.13 All children must have daily outdoor time, weather permitting. (1pt)

**Standard V.E. Early Learning** – Program staff facilitate early learning by creating meaningful experiences that support all areas of development. These experiences should build on children’s interests and encourage curiosity, exploration, and problem solving.

**Rationale** – High-quality infant and toddler programs support children’s development in all domains by allowing them to freely explore, discover and manipulate objects throughout the day. Teachers should observe and assess the development of each child within the context of these daily experiences and use this information to plan appropriate activities and interventions based on each child’s strengths and abilities.

Indicator
V.E.1 Teacher provides developmentally appropriate opportunities for discovery and learning by allowing children to actively explore the room in a least restrictive environment. (1pt)
V.E.2 Teacher provides developmentally and culturally appropriate opportunities for children to complete or participate in self-care and community care tasks. (1pt)
V.E.3 Teacher provides developmentally appropriate activities and materials that are concrete and meaningful to children. (1pt)
V.E.4 Teacher scaffolds children’s learning during routines and activities. (2pts)
V.E.5 Classroom has a written plan of activities that supports the developmental progress of children. (1pt)
V.E.6 Ongoing observation and documentation of children’s learning and development are conducted throughout the year. (1pt)
V.E.7 Planned activities are linked to specific learning goals and objectives based on individual child assessments. (1pt)
V.E.8 Teacher provides experiences that promote children’s early literacy development. (1pt)
V.E.9 Teacher provides developmentally appropriate opportunities for children to develop problem solving skills. (1pt)
V.E.10 Teacher uses everyday conversations as opportunities for children to learn about nature, science or math. (2pts)
V.E.11 Teacher provides developmentally appropriate opportunities for children to enhance fine and gross motor development. (1pt)

**Standard V.F. Environment** – Program staff design the environment using the space, materials, and furnishings as resources for creating a safe, interesting, developmentally appropriate place for all children to play, learn, and grow.

**Rationale** – High-quality infant and toddler programs support children’s development by intentionally arranging and organizing spaces for play and learning. Children are drawn into play activities with toys, materials, and others more readily when the environment conveys a positive message. Inviting rooms that are welcoming help children and families transition from home to group care settings by encouraging exploration and instilling a sense of belonging. Additionally, high-quality infant and toddler programs support children’s development by intentionally planning, equipping, and maintaining safe, age-appropriate outdoor spaces for young children to grow and develop. Emerging motor abilities and skills are supported when outdoor spaces and equipment allow children to move freely and have appropriate levels of challenge.

Indicator
V.F.1 Room has sufficient, age-appropriate materials so that all children can be actively involved. (1pt)
V.F.2 Children are provided some variety of materials from which to choose. (1pt)
V.F.3 Children are provided a wide variety of materials from which to choose. (1pt)
V.F.4 Play materials are well-organized for children to access them and make deliberate choices. (1pt)
V.F.5 The room is divided into spaces for routines and both active and quiet play that are appropriate for the ages of the children enrolled. (1pt)
V.F.6 Materials that reflect the diversity of the children’s community are accessible. (1pt)
V.F.7 A literacy-rich environment is present in the classroom. (1pt)
V.F.8 The classroom has a variety of child-related displays that are easily visible to children. (1pt)
V.F.9 Furnishings and equipment are child-sized and appropriate for the children currently enrolled. (1pt)
V.F.10 Space and furnishings are arranged so that adults can directly supervise and respond to children during routine care and play activities. (1pt)
V.F.11 A protected cozy area is available to children throughout the day. (1pt)
V.F.12 The classroom space is uncluttered and noise is kept to a moderate level to avoid over-stimulation and distraction. (1pt)
V.F.13 Designated outdoor spaces for infants, toddlers, and twos promote exploration in a least restrictive environment. (1pt)
V.F.14 Outdoor equipment and materials are age-appropriate, accessible, and sufficient for all children to be actively engaged. (1pt)
V.F.15 A variety of age appropriate outdoor portable play materials/equipment is available. (1pt)
V.F.16 Outdoor space is planned as a play and learning environment. (1pt)
V.F.17 The outdoor environment is naturalized. (1pt)

## ABC Quality's Intentional Teaching Tool (ITT) – Preschool Classrooms

### Element V: Intentional Teaching Practices

**Standard V.A. Responsive and Sensitive Care:** The program is effectively administered with attention to the needs and desires of children, parents and staff. Interactions between children and staff provide opportunities for children to develop an understanding of self and others and are characterized by warmth, personal respect, individuality, positive support, and responsiveness. Staff shall frequently interact, be available and be responsive to children through (1) active listening (2) giving feedback

Indicator
V.A.1 Speaks unsolicited to a child. (2pts)
V.A.2 Responds verbally to child's comments/questions. (2pts)
V.A.3 Acknowledges a child's comment/request. (2pts)
V.A.4 Shows patience and lack of annoyance with child's questions. (2pts)
V.A.5 Converses mostly with children/limited conversation with adults. (2pts)
V.A.6 Maintains eye contact while talking with children. (2pts)
V.A. 7 Gives appropriate feedback. (2pts) Examples: repeat what child says, ask for additional information, give relevant comments to children's questions/comments.
V.A.8 Attends while child is speaking to adult, i.e. does not walk away or try to do something else (like wiping tables). (2pts)
V.A.9 Actively listens to child's verbalizations (does not interrupt or cut off child's verbalizations). (2pts)

**Standard V.B. Language and Communication –** Staff shall initiate conversations with individual children in a positive and inquisitive manner to stimulate language and thinking skills. Staff use: (1) questions (2) information sharing (3) positive feedback

Indicator
V.B.1 Asks children individually to talk about activities they are doing (share experiences). (2pts) Examples: "Was it hard to do?" or "What are you cooking?"
V.B.2 Asks children individually to share their ideas/feelings about activities/happenings. (2pts) Examples: (ideas) "What will you make/build?" (feelings) "How do you feel about that?"
V.B.3 Asks individual children open-ended questions that encourage critical thinking and begin with "why? what? where? and how?" (2pts)
V.B.4 Engages in information sharing conversations. (2pts) Example: "This is a lop-ear rabbit. He likes to eat carrots. Watch while I feed him the carrot."
V.B.5 Responds in calm manner (no screaming or yelling). (2pts)
V.B.6 Listens to a child's explanation/comments even though the child's thinking is faulty. Listens respectfully to child. (2pts)



**Standard V.C. Guidance** – Staff shall foster independence, encourage decision-making and use of positive techniques of guidance. Staff: (1) provide opportunities for children to be responsible; (2) provide choices; and (3) avoid comparison or criticism.

<p>V.C.1 Provides opportunities for children to be responsible. (2pts)            Examples: picking up toys, wiping spills, personal grooming (toileting, washing hands), obtaining and caring for materials, and other self-help skills.</p>
<p>V.C.2 Provides children varieties of activities from which to choose: Lets children choose the interest/activity area in which they want to work and also choose the activity in the interest area. This means that staff will not tell children where to go, what to do, or how long to work in an area. (2pts)</p>
<p>V.C.3 Staff encourages children to treat each other with kindness and respect; no evidence of ridicule or making fun of others. (2pts)</p>
<p>V.C.4 Children's mistakes are handled as routine matters. (2pts)            Example: "You spilled the milk, I'll help you clean it up.</p>
<p>V.C.5 Room and materials are ready when children arrive. (2pts)</p>
<p>V.C.6 Children are told and prepared for what happens next. (2pts)            Example: "After lunch we will take a nap."</p>
<p>V.C.7 When a child makes an inappropriate choice, the adult helps the child to think about and make a better choice. (2pts)</p>
<p>V.C.8 Staff talks about the behavior she wants to correct instead of judging the child. (2pts)            Examples: "It's O.K., we all spill. Use the rag to wipe up the spill." Do not judge: "O.K., Clumsy Sam, wipe up the spill." Children are told what to do not what not to do. Instead of "Don't run" say "John, walk in the class, run outside."</p>
<p>V.C.9 Staff has a few, fair, simple appropriate classroom rules (no more than 5) and states them clearly to children. (2pts)            Examples are: 1) Walk in the room/run outside. 2) Use your hands to help your friends. 3) Use indoor voices in the classroom.</p>
<p>V.C.10 Staff practices/models classroom rules (actions speak louder than words). (2pts)            Examples: When staff asks children to use indoor voices, she models using indoor voice (quiet, low pitched).</p>
<p>V.C.11 Staff encourages children and tells them when they have behaved appropriately. (2pts)            Examples: "You put the puzzle back on the shelf, thank you."</p>
<p>V.C.12 Children's mistakes are handled individually and privately as possible. Staff do not compare children. (2pts)</p>
<p>V.C.13 Uses positive guidance techniques. (2pts)            Clarification: To receive credit, one positive strategy must be observed. If one instance of negative discipline is observed, credit is not received. Examples: Redirection, Anticipation/elimination of potential problem, children are given choices.</p>

## Standard V.D. Program Structure

Indicator
V.D.1 <b>Program maintains required ratio.</b> Staffing patterns shall provide for adult supervision of children at all times and the availability of an additional adult to assume responsibility if one adult must respond to an emergency. Staff are <u>with</u> children, not distracted by other duties (such as cleaning or cooking). Every attempt shall be made to have continuity of adults who work with children. Staff-child ratios shall be maintained through provision of substitutes when regular staff members are absent. Clarification: For mixed age grouping, ratio is based on youngest member of group. (1pt)
V.D.2 <b>Program maintains required group size.</b> Staffing patterns shall provide for adult supervision of children at all times and the availability of an additional adult to assume responsibility if one adult must respond to an emergency. (1pt)
V.D.3 Children are not required to sit at tables for long periods of time. (Not over 15 to 20 minutes.) (1pt)
V.D.4 Group times are relatively short, include experiences children enjoy doing together, and focus on topics of current interest. (1pt) Clarification: Teacher planned physical activities lasting 5-10 minutes occur at least 2 times per day. These can be planned during total group activities and may include music/movement activities. If group time not observed, teacher interview and lesson plan can be reviewed for planned activities.
V.D.5 Teachers and children routinely wash hands with soap and water at appropriate times. (1pt) Clarification: Teachers and children should wash hands with soap and water before preparing/eating a meal or snack, after toileting and after contacting bodily fluids or contaminated items.
V.D.6 Morning and afternoon schedules allow a large block of time, 45 minutes to 2 hours, for individual and small group activities conducted in interest/activity areas. Children are read to daily in small groups. (1pt)
V.D.7 All children must have daily active outdoor play. (1pt)
V.D.8 Teacher planned physical activities lasting 5-10 minutes occur at least 2 times per day. (1pt) Clarification: These can be planned during total group activities and may include music/movement activities. If group time not observed, teacher interview and lesson plan can be reviewed for planned activities.

**Standard V.E. Early Learning** – The activities encourage children to be actively involved in the learning process, to experience a variety of developmentally appropriate activities and materials, and to pursue their interests in the context of life in the community and world. Staff shall plan and carry out a variety of developmentally appropriate activities which address the individual differences of children and provide materials selected to emphasize concrete learning within a planned daily schedule which provides a balance of activities.

Indicator
V.E.1 Each child is provided opportunities to learn through actively using materials (touching, holding, handling, and trying different ways to use the materials). (1pt)
V.E.2 Teacher provides concrete activities that are meaningful to children. Some examples are: sand, water, blocks and puzzles. (1pt)
V.E.3 Each child is provided daily opportunities to select materials/companions and manage play independently. (1pt)
V.E.4 Each child has an opportunity to work in many positions. Examples are: on a carpet/rug, on the floor, on a platform, standing at a table/easel, sitting at a table or on a cushion, sitting on the lap of a teacher who's reading to them. (1pt)
V.E.5 Each child is allowed choices of activities in which to participate and areas of interest in which they work. (1pt)
V.E.6 Each child has ongoing opportunities to talk with adults and other children to share ideas, share classroom and personal experiences and to gain experience through use of language. (1pt)
V.E.7 Materials are provided which allow children to use them in many different ways. Examples: playdough can be used to make snakes, used with cookie cutters, used to make "pretend" cake, used to make bracelets or many other uses. (1pt)
V.E.8 Children have opportunities to learn about nutrition one time a week or more. (1pt) Clarification: Nutrition education may be provided during large groups, small groups, in centers or during lunch or snack. If not observed, teacher interview can be used or written plan/schedule can be reviewed.
V.E.9 Teachers provide opportunities for children to enhance motor development both indoors and outdoors. (1pt) Clarification: Children are encouraged to be physically active indoors and outdoors at appropriate times. Monitor may interview teacher if not observed.

**Standard V.F. Environment** – The indoor and outdoor physical environment fosters optimal growth and development through opportunities for exploration and learning. Only age-appropriate, fully intact, and properly functioning materials that are in children’s reach and accessible can be counted. Enough materials should be available for several children to be engaged in a similar activity, thus reducing competition. Age-appropriate materials & equipment (indoor) of sufficient quantity, variety and durability shall be readily accessible to children and arranged to promote independent use by children.

Indoor Physical Environment Calculation

Interest/Activity Areas	# of different accessible materials
Dramatic Play	
Blocks	
Art	
Manipulatives	
Library	
Music	
Science	
Indoor Physical Activity	
Other	

Indicator
V.F.1 Room has 5 interest/activity areas with a minimum of 5 different accessible materials per interest/activity area. (1pt)
V.F.2 Age appropriate equipment is used. (Manufacturer's label may note age appropriateness). (1pt)
V.F.3 Materials are intact and in good repair with no missing parts, sharp edges, or rust. (1pt)
V.F.4 Materials are arranged so children can get materials by themselves without adult assistance. (1pt)
V.F.5 Children work independently with equipment/materials by themselves or in small groups. (1pt)
V.F.6 Children are provided play materials that promote physical activity indoors (e.g. scarves, bean bags, ribbons, music/movement CD's, musical instruments) at appropriate times. (1pt)
Materials and equipment – Outdoor
Indicator
V.F.7 Age appropriate outdoor equipment is used. (Manufacturer's label may note age appropriateness). (1pt)
V.F.8 Materials are in good repair with no sharp edges, rust or other hazards. (1pt)
V.F.9 The outdoor play area is clean, safe, and free of hazards such as garbage, glass, cans, overgrowth, broken structures, loose nails, tree limbs and junked equipment/cars. (1pt)
V.F.10 There is a variety of age-appropriate outdoor portable play materials/equipment on the playground sufficient for all children to be actively involved in vigorous play activities. Children do not just wander around with nothing to do. This can be accomplished by supplementing outdoor portable play materials/equipment with in-ground playground equipment (or) leading and involving children in games (or) a combination of portable play materials and any of the others. (1pt)

## ABC Quality's Intentional Teaching Tool (ITT) – School Age Classrooms

### Element V: Intentional Teaching Practices

**STANDARD V.A. Responsive and Sensitive Care** – Interactions between children and staff provide opportunities for children to develop an understanding of self and others and are characterized by warmth, personal respect, individuality, positive support, and responsiveness. Staff shall frequently interact, be available and be responsive to children through (1) active listening and (2) giving feedback.

Indicator
V.A.1 Speaks unsolicited to a child. (2pts)
V.A.2 Responds verbally to a child's comments/questions. (2pts)
V.A.3 Acknowledges a child's comment/request. (2pts)
V.A.4 Shows patience rather than annoyance with a child's questions. (2pts)
V.A.5 Talks mostly with children/limited conversation with other staff. (2pts)
V.A.6 Maintains eye contact while talking with children. (2pts)
V.A.7 Gives appropriate feedback. (2pts) Examples: repeats what a child says, asks for additional information, gives relevant comments to children's questions or comments.
V.A.8 Attends while a child is speaking to him/her, i.e. does not walk away or try to do something else (like wiping tables). (2pts)
V.A.9 Actively listens when a child talks (does not interrupt or cut off child's conversations). (2pts)

**STANDARD V.B. Language and Communication** – Staff shall begin conversations with individual children in a positive and curious manner to stimulate critical thinking and meaningful conversations. Staff shall encourage conversations between children, actively promoting the development of friendships. Staff use: (1) questions; (2) information sharing; and (3) positive feedback.

Indicator
V.B.1 Asks children individually to talk about activities they are doing (share experiences) to adults and other children. (2pts) Examples: "Was it hard to do?" or "What are you cooking?" or "Tell Tom how you made that."
V.B.2 Asks children individually to share their ideas/feelings about activities/happenings to adults and children. (2pts) Examples: (ideas) "What will you make/build?" (feelings) "How do you feel about that?"
V.B.3 Asks children individually open-ended questions that require more than just "yes" or "no." (2pts) Example: "What do you think would happen if...?"
V.B.4 Responds in a calm manner (no screaming or yelling). (2pts)
V.B.5 Listens to a child's explanation/comments and helps extend his thinking by asking additional questions. Listens respectfully to each child. (2pts)

**STANDARD V.C. Guidance** – Staff shall help children be independent in making decisions and shall use positive techniques of guidance which encourage children to take responsibility for their own actions/behaviors and to understand the need to develop pro-social behaviors. Staff shall provide children a choice of activities and an environment free of comparison or criticism.

Indicator
V.C.1 Provides opportunities for children to practice and display their abilities with independent living skills, such as housekeeping chores, caring for animals/materials, personal grooming. (2pts)
V.C.2 Encourages and supports children to make decisions for themselves. Staff are available in time of need. (2pts)
V.C.3 Provides opportunities for children to become involved in meaningful activities of their own choosing by offering a variety of age-appropriate activities. (2pts)
V.C.4 Encourages children to treat each other with kindness and respect and to learn appropriate ways to handle rejection, teasing and other actions which could cause hurt feelings. (2pts)
V.C.5 When children accidentally damage equipment, have spills, or break things, teacher handles the matter privately. (2pts) Example: A child leaves the lid off the bottle of glue and the glue is drying out. Teacher says, "Mix some water in the glue. It's easy to forget to put the lid on."
V.C.6 Provides children with a dependable yet flexible routine. (2pts)
V.C.7 When mistakes are made, teacher assists children in looking for alternative ways to solve their mistakes or problems. (2pts)
V.C.8 Has a few, fair, positive, simple, appropriate classroom rules which are posted. Children are encouraged and involved in discussing the rules. Staff models classroom rules (actions speak louder than words). (2pts)
V.C.9 Uses positive guidance techniques. (2pts) Clarification: To receive credit, one positive strategy must be observed. If one instance of negative discipline (as defined in Standard II.A.) is observed, credit is not received.
V.C.10 Responds equitably to all children without comparison ("Why can't you be good like John?") or criticism ("You are so messy. Why can't you be neat?") or harsh treatment. (2pts)
V.C.11 Helps children develop negotiating skills in solving disputes using words to work out problems. (2pts)
V.C.12 Uses opportunities during activities to actively teach children how to cooperate with each other. (2pts)
V.C.13 Steps in quickly when children's responses become physical and discusses inappropriateness of such responses. (2pts)
V.C.14 Helps children deal with feelings (anger, sadness, frustration) by comforting, identifying feelings and helping children use words to solve their problems. (2pts)
V.C.15 Knows where children are and what they are doing at all times, but children may be allowed to pursue activities outside of a teacher's direct sight. (2pts)

## STANDARD V.D. Program Structure

Indicator
V.D.1. Program maintains required ratio. Staffing patterns shall provide for adult supervision of children at all times and the availability of an additional adult to assume responsibility if one adult must respond to an emergency. Staff are <u>with</u> children, not distracted by other duties (such as cleaning or cooking). Every attempt shall be made to have continuity of adults who work with children. Staff-child ratios shall be maintained through provision of substitutes when regular staff members are absent. (1pt)
V.D.2. Program maintains required group size. Staffing patterns shall provide for adult supervision of children at all times and the availability of an additional adult to assume responsibility if one adult must respond to an emergency. (1pt)
V.D.3 Teachers and children routinely wash hands with soap and water at appropriate times. (1pt)
V.D.4 Provides all children daily active outdoor play, weather permitting. (1pt)
V.D.5 Schedule balances total group, small group and individual time. (1pt)
V.D.6 Teacher planned physical activities lasting 5-10 minutes occur at least twice a day in a full-day schedule, (or once in a part-time or half-day program). If not observed, teacher interview and lesson plan can be reviewed for planned activities. (1pt)
V.D.7 Conducts smooth and unregimented transitions between activities. School-age children help plan and participate in the change of activity, and have time to adjust to change from school to center. (1pt)

**STANDARD V.E. Early Learning** – Teachers encourage children to be actively involved in activities provided, to experience a variety of developmentally appropriate activities and materials, and to use their leisure time to have fun and experience success.

Indicator
V.E.1 Encourages children to be physically active indoors and outdoors at appropriate times through a variety of large muscle activities and vigorous exercises that allows children to move around and "let off steam." (1pt) Examples: running, jumping, throwing, catching, tumbling, dodge ball. If not observed, teacher interview and lesson plan can be reviewed for planned activities.
V.E.2 Provides children time to be alone, to rest, reflect and read. (1pt)
V.E.3 Provides children a place, time and adult guidance/support/assistance to complete homework. (1pt)
V.E.4 Provides each child opportunities to experience success through actively using materials (touching, holding, handling, and experimenting with different ways to use the materials. (1pt)
V.E.5 Allows each child choices of activities in which to participate and areas of interest in which to work. Provides each child daily opportunities to select materials/companions and manage play independently, i.e. may participate in group games or may choose to work or play alone. (1pt)
V.E.6 Does not require children to sit at tables but gives them an opportunity to work in many positions. (1pt) Examples: on a carpet/rug, on the floor, or sitting at a table or on a cushion, sofa, bean bag, stage, pillows, etc.
V.E.7 Provides each child ongoing opportunities to talk with adults and other children to share ideas, share classroom and personal experiences and to develop friendships, etc. (1pt)
V.E.8 Provides many ways to express creativity: cooking, paint, clay, crafts, etc. Encourages dancing, creative dramatics, singing, or playing instruments. (1pt)
V.E.9 Activities emphasize cooperation; games and activities do not require excessive competition. (1pt)
V.E.10 Program includes opportunities to learn about nutrition 1 time per week or more. (1pt) Clarification: Nutrition education may be provided during large groups, small groups, in centers or during lunch or snack. If not observed, teacher interview can be used or written plan/schedule can be reviewed.

**STANDARD V.F. ENVIRONMENT** – The indoor and outdoor physical environments foster optimal growth, development and personal interest through opportunities for exploration, pleasure, enrichment, and development of friendships. Age-appropriate materials and equipment (indoor) of sufficient quantity, variety and durability shall be readily accessible to children and arranged to promote independent use by children. Only age-appropriate, fully intact and properly functioning materials that are in children’s reach and accessible can be counted. Enough materials should be available for several children to be engaged in a similar activity, thus reducing competition.

Interest/Activity Areas/Categories	# of different accessible items
Active indoor area (e.g. tumbling, balls, balance beam)	
Building and miniature materials for imaginative play (e.g. Legos, unit blocks, tinker toys)	
Dramatic play and home living, role playing with a variety of career awareness materials (e.g. teacher, journalist, restaurant worker, police officer, doctor.)	
Arts, crafts, and creative construction (e.g. paints, chalk, markers, pompoms, beadwork, pipe stems, cloth, cardboard tubes, woodworking, modeling clay)	
Quiet center (e.g. loft, quiet pillow corner, large boxes)	
Literature (e.g. books, flannel board stories, writing centers, listening activities, audio-visual resources)	
Puzzles (e.g. variety of puzzles, problem solving situations)	
Table games (e.g. chess, checkers, monopoly and cards)	
Science, math, social studies and exploration (e.g. experiments, math and science games, plants, animals, computers, gardening)	
Homework area with current resource materials available. (e.g. paper, pens, dictionary, thesaurus, clipboards, textbooks)	
Homelike area (e.g. adult-sized upholstered furniture, tables, lamps)	
Music and movement (e.g. CD player, CD’s, scarves, ribbons, streamers, rhythm instruments)	
Others (please list)	
<b>Indicator – Indoor</b>	
V.F.1 School age children have at least 5 interest/activity areas with a minimum of 5 different materials per interest/activity area set up to encourage children's freedom of choice and opportunities to use materials in activities with adults assuming roles of resource persons. (1pt)	
V.F.2 Age appropriate equipment is used. (1pt)	
V.F.3 Materials are intact and in good repair with no missing parts, sharp edges, or rust. (1pt)	
V.F.4 Materials are arranged so children can get materials by themselves without adult assistance. (1pt)	
V.F.5 Children work independently with equipment/materials by themselves or in small groups. (1pt)	
V.F.6 Children's storage with private compartments or space is provided. (1pt)	
V.F.7 Children are provided play materials that promote physical activity indoors (e.g. balls, music/movement CD’s) at appropriate times. (1pt)	
<b>Indicator – Outdoor</b>	
V.F.8 Age appropriate outdoor equipment is used. (1pt)	
V.F.9 Materials are in good repair with no sharp edges, rust or other hazards. (1pt)	
V.F.10 The outdoor play area is clean, safe, and free of hazards such as garbage, glass, cans, overgrowth, broken structures, loose nails, tree limbs and junked equipment/cars. (1pt)	
V.F.11 There is a variety of age-appropriate outdoor portable play materials/equipment on the playground sufficient for all children to be actively involved in vigorous play activities. This can be accomplished by supplementing outdoor portable play materials/equipment with playground equipment, or planning/leading and involving children in games, or a combination of portable play materials and any of the others. (1pt)	



