

Try It Out: Assignment Instructions

To begin your assignment, please follow these initial directions:

First, save this file to your computer.

To save your work, click on “File” and then select “Save As.” Type your name as the file name (e.g., “Wk2JaneDoe.PDF”).

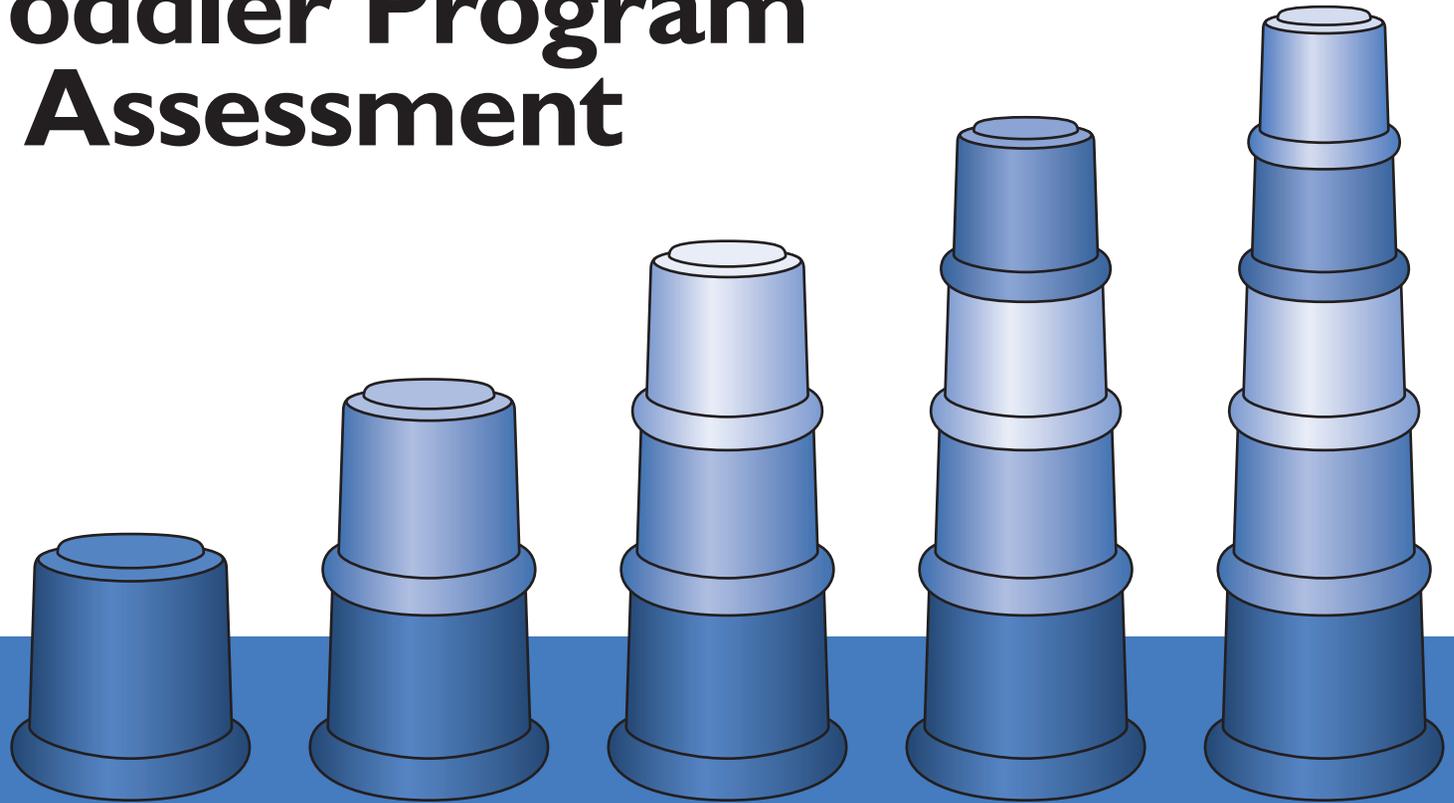
You **must** save your file as a .PDF or it will not be accepted.

Next, to complete the assignment, follow these directions:

1. Type your name in the box in the lower left corner of the next page.
2. Fill out the assigned items from the PQA:
 - Type your evidence in the space indicated.
 - Select the row scores by clicking in the appropriate box for each row.
 - Select the overall score for the item by clicking the circle above the score.
3. Then, save the file again. (If you don't, you will lose all your work.)
4. To upload your finished assignment, click on the Dropbox tab, then click the text that says “Upload File.” Click “Browse” to select the file from your computer, then click “Submit.”

POQA

Infant-Toddler Program Quality Assessment



Form A — Observation Items

Your Name

Carolie Chapman

I. LEARNING ENVIRONMENT

Circle one indicator level for this item based on the scoring rules on page ix.

I-C. The care space has equipment arranged in areas for play and movement.

1 2 3 4 5

Check here if not observed or reported.

	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 1	<input type="checkbox"/> There is no or very limited floor space for children's play and movement. Examples: <ul style="list-style-type: none"> - Caregivers must leave room to get materials, or space is overcrowded and cluttered due to all materials being stored in room. - Infants are confined in seats and get no floor time. - Toddlers run into equipment or each other. 	<input type="checkbox"/> Some space is available for play. Examples: <ul style="list-style-type: none"> - There is enough space for most children to play on the floor at the same time. - There is some storage for adults' materials in room. - In a mixed-age room, there is a separate space for infants to lie on the floor safe from mobile children. - A limited number of toddlers are allowed in each area, and children have to wait until there is space available before moving into that area. 	<input checked="" type="checkbox"/> Space for play is plentiful and organized to suit the mobility of children in the group, at least 50 square feet per child. Examples: <ul style="list-style-type: none"> - There is enough space for all children to play on the floor at the same time. - There is space for all children to roll, sit, scoot, crawl, cruise, walk, ride, rock, climb, jump, and run. - There is adequate storage for adults' materials in room. - There is enough space for children with disabilities to move with assistive devices. - Toddlers can choose where to play, and there are no limits on how many can be in each area. 	<p><i>Note:</i> Estimate square footage by walking the width and length of the room, computing the area, and dividing by the number of children in the room for the day ($W \times L \div \# \text{ of children} = \text{sq. ft. per child}$).</p> <ul style="list-style-type: none"> - There is plenty of space for students to move around all at once. - There is a lot of space for children to walk around with walker, run around, climb up and down on loft, and jump around the classroom all at once. - Adults have their own storage closet for their belongings and materials. - Children with disabilities can move around the classroom. - Children were able to play in whatever area of their choice. There were multiple children in different areas at the same time.
Row 2	<input type="checkbox"/> There are no soft places for children to snuggle against. Examples: <ul style="list-style-type: none"> - No designated play areas. - All hard floors; no carpet or area rugs. - Hard or plastic seating. 	<input type="checkbox"/> There are some soft places for children to snuggle against. Examples: <ul style="list-style-type: none"> - A beanbag chair in book area with a few pillows, rocker. - Rugs in book area; pillows to sit on in house area. - Carpet throughout space except eating space. 	<input checked="" type="checkbox"/> There are soft places throughout the care space for children to snuggle against. Examples: <ul style="list-style-type: none"> - Mattress and/or beanbag chairs to sit and crawl on. - Couch or love seat; adult- and/or child-sized cushioned rocker; hammock. - Carpeted riser to sit on or crawl on. - Carpet and/or rugs for children to crawl on. - Cozy nooks with pillows or beanbag chairs. - Loft with carpet on it and soft space underneath. - Child-sized couch/chair in house area. - Large cardboard box on carpet or rug with pillows/blankets on it. 	<p><i>Note:</i> This row refers to soft places that children can go to and snuggle, not materials to play with. Item I-D, Row 5, refers to soft materials to play with.</p> <ul style="list-style-type: none"> - There are three big plush pillows - Soft brown vinyl cushion child sized - Loveseat in cozy area - Red vinyl cushion child sized armchair in cozy area - Seven soft plush stuffed animals are placed on a blue vinyl pillow and some at the top and bottom of a wooden shelf. - A loft that has two steps on one side and a sliding ramp on the other which is made of felt-like material with a brown rug for children to snuggle on or against. - Next to the house area there is a colorful felt like material mat for the toddlers to lay or snuggle against.

I. LEARNING ENVIRONMENT

I-C. (continued)

	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 3	<p><input type="checkbox"/> There are no materials or equipment in the room for these activities:</p> <ul style="list-style-type: none">• Pushing and pulling• Rocking on• Riding• Jumping off of• Getting inside of• Tossing or rolling (no balls are provided) <p>Examples:</p> <ul style="list-style-type: none">- Infants are confined in seats.- Toddlers sit at tables most of the day or play with a few plastic materials available on the shelves.	<p><input type="checkbox"/> There are materials and equipment in the room for some of these activities:</p> <ul style="list-style-type: none">• Pushing and pulling• Rocking on• Riding• Jumping off of• Getting inside of• Tossing or rolling (balls are available) <p>Examples:</p> <ul style="list-style-type: none">- A few plastic Tonka trucks.- Two small knitted balls in a tub for children to use.- No rocking materials.- Some balls.- Children crawling on blocks and jumping off of them.	<p><input checked="" type="checkbox"/> There are materials and equipment in the room for all of these activities:</p> <ul style="list-style-type: none">• Pushing and pulling• Rocking on• Riding• Jumping off of• Getting inside of• Tossing or rolling (balls are available) <p>Examples:</p> <ul style="list-style-type: none">- The space has push toys, riding toys, toys on wheels with string, an adult- or child-sized rocking chair, a wooden boat; and structures such as a loft, tunnel, large box, climbers, stairs, and vinyl foam cushions.- A gross-motor room or hallway is available with the types of materials listed in previous example.- Teachers lay blankets over the tables for children to crawl under.	<ul style="list-style-type: none">- Three push and pull toys available in the same area where the loft is located.- The loft has two steps for children to walk or jump off.- Four toys that have wheels and strings for students to pull them located on the bottom shelf in the block area.- Two adult sized rocking chairs for the teacher to comfort the children.- Eight soft balls available within students' reach in the back next to the cozy area.- Large box that got pulled out during large group activity.- Tunnel that got pulled out in the afternoon for children to go through after snack time.
Row 4	<p><input type="checkbox"/> No equipment or materials for climbing are available to children.</p> <p>Examples:</p> <ul style="list-style-type: none">- There is no climbing equipment indoors or outside, and there is no gross-motor room.- Children climb on shelves/furnishings.	<p><input checked="" type="checkbox"/> Children have access to a set of stairs or other material or piece of equipment for climbing during some parts of the day.</p> <p>Examples:</p> <ul style="list-style-type: none">- Stairs/rocking boat that children crawl/walk on during some parts of the day.- Stairs to changing table.- Child-accessible stairs leading to playground.- Climbing equipment available only on playground at outside time.	<p><input type="checkbox"/> Children have access to indoor equipment or materials for climbing throughout the day.</p> <p>Examples:</p> <ul style="list-style-type: none">- Stairs, steps, climbers, ramps, lofts, benches, large vinyl foam cushions, mattress, couch, pillows.- Climbing equipment available in gross-motor room.- Carpeted riser, dowel wall climber, stairs to changing table.- Climbing equipment available outdoors in addition to what is indoors.	<ul style="list-style-type: none">- Some parts of the day the day the children are able to climb by going up and down the stairs when getting changed.- Children walk, run, and jump up and down on the loft steps and ramp inside the classroom.- Children go up and down the steps on playground.

I. LEARNING ENVIRONMENT

I-C. (continued)

	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 5	<p>In mixed-age and toddler rooms</p> <p><input type="checkbox"/> There are no organized spaces for the following types of play: sand, water, book, art, block, house, and small toy.</p> <p>Examples:</p> <ul style="list-style-type: none">- Materials and equipment placed at random around the room.- No sand or water available.- In mixed-age groups, all children together, with no safe place for infants to be on the floor.	<p>In mixed-age and toddler rooms</p> <p><input type="checkbox"/> There are some organized spaces for the following types of play: sand, water, book, art, block, house, and small toy.</p> <p>Examples:</p> <ul style="list-style-type: none">- Only organized block and house areas.- Water table used once or twice a week.- Sand available outside.- In mixed-age rooms, a separate space for nonmobile children.- Limited areas, such as separate spaces only for toys and books, vinyl blocks; other spaces that have unrelated materials stored together.- Art materials always brought out, instead of being available on shelves.- Only dolls to pretend with, no dress-up clothes.	<p>In mixed-age and toddler rooms</p> <p><input checked="" type="checkbox"/> There are well-organized spaces for distinct kinds of play, including sand, water, book, art, block, house, and small toy areas.</p> <p>Examples:</p> <ul style="list-style-type: none">- In toddler rooms the sand and water area is used daily.- In mixed-age rooms, there is a separate space for nonmobile infants.- Sometimes nonmobile children participate with and/or watch mobile children in a safe place, such as a caregiver's arms or a space inside of a barrier that protects them from being stepped on.- Mixed-age rooms may have combined areas, such as an area for blocks and toys.- Blocks may include vinyl, cardboard, and small wooden unit blocks.	<p><input type="checkbox"/> Mark "N/A" if it is an infant-only room.</p> <ul style="list-style-type: none">- All areas are well organized with materials in different containers that are labeled. There are a set and combination of soft and hardcover books in each area- The House area is well organized with picture labels of all materials. The foods are well organized by fruits, vegetables, breakfast food, spoons, serving spoons, recycled orange juice containers, recycled milk containers, breads, international foods.- Plenty of dolls and doll clothes.- Dress up clothes (Community workers and multi cultural costumes).- The Block area is well organized with materials labeled in separate containers on the shelves.- The sand and water table is available to students throughout the week.- The art materials are available to children daily on the shelves labeled in different containers.- Toy area has many different manipulatives and puzzles available to children at their eye level daily throughout the day.

I. LEARNING ENVIRONMENT

I-C. (continued)

	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 6	<p>In mixed-age and toddler rooms</p> <p><input type="checkbox"/> Areas are not labeled or labels are not easily understood by children.</p> <p>Examples:</p> <ul style="list-style-type: none">- Labels with words only, no pictures.- Adult-oriented area names such as “manipulatives,” “discovery table,” “dramatic play,” “science,” “sensory table,” “library.”- Labels up high, not at children’s physical level.	<p>In mixed-age and toddler rooms</p> <p><input type="checkbox"/> Some areas are labeled and/or some labels are not easily understood by children.</p> <p>Examples:</p> <ul style="list-style-type: none">- Block and house areas labeled.- Area labels not easily seen with all the other items on the wall.- Area labels up high, not at children’s physical level.- Areas labeled “block play,” “drama,” “table toys,” and “library.”	<p>In mixed-age and toddler rooms</p> <p><input checked="" type="checkbox"/> Areas are labeled at children’s physical level with simple, easily understood symbols and names.</p> <p>Examples:</p> <ul style="list-style-type: none">- Labels for the house, block, art, book, toy, and sand and water areas consist of a photo or a simple symbol for the area, such as a block for the block area, a paintbrush for the art area.- Area labels are low and clearly visible to children and adults.	<p><input type="checkbox"/> Mark “N/A” if it is an infant-only room.</p> <ul style="list-style-type: none">- Labels for house area has house symbol.- Block area has block symbol.- Art area has paintbrush symbol- Book area has a book symbol- Toy area has a bead connector symbol- Sand and water has two buckets with sand and water symbol- Music area symbol has a instrument symbol.- All area labeled signs are at eye level of children and visable for adults.