# Program Quality Assessment (PQA)

*Infant-Toddler*

HIGHSCOPE®

# Week 4 Learning Unit

*Adult-Child Interaction and Curriculum Planning and Child Observation*

# Section III: Adult-Child Interaction

This section evaluates the following:

- Long-term adult-child relationships

- Child-adult trust

- Child-adult partnerships

- Children's intentions

- Children's social relationships

- Children's conflict resolution

## Collecting Evidence for Section III

Complete Section III as you observe throughout the day, at the same time you record notes about the Daily Routine (Section II).

You'll be flipping between these two sections for the duration of the classroom day!

## Collection Hints

Keep it brief! These are quick snapshots of interactions — they do not need to be as detailed as an anecdote. Briefly record both what you **see** children and adults doing and what you **hear** them saying.

Use abbreviations for the adults and children:

- A1/A2 or T1/T2 can designate the two adults in the classroom.

- C can designate a child.

- C1, C2, C3 can be used for several children engaged in a conversation, nonverbal exchange, or activity (when it is important to know what each child said and did).

As you observe interactions between children and teachers, are you noticing teachers valuing and understanding children's cultures?

## Section III: Adult-Child Interaction (continued)

**Evidence Examples**

A: What color is your car?

C: Red.

A: What color are the wheels?

C: (doesn't respond)

During GT, T1 sang songs with the CH while T2 washed the tables and set out the cots for nap.

C1 pulls A's hand over to the block area.

A: "You'd like to work in the block area? Which blocks should we use?"

C1 walks over to shelf and starts pulling off unit blocks.

A: "You're choosing the unit blocks."

A observes child building and starts stacking blocks with C1.

A1 and A2 passed out stickers at the end of the day to children who were "good."

Hmmm... how do I observe and write evidence for two caregivers?

# Section III: Adult-Child Interaction (continued)

## Evidence for Two Classroom Adults

There are several ways to manage recording evidence for two adults/teachers in a classroom. First, decide on your reason for completing a PQA.

- If it is for individual growth and development, score the caregivers **separately**.

- If it is to evaluate overall classroom quality, score the caregivers **together**, as one team.

## To Evaluate Individual Growth

There are two ways you can record this:

- Example 1: Use one PQA for both adults.

  - Separate evidence for each adult by drawing a line down the middle of the evidence section and collect evidence for each adult.

  - Score them separately.

- Example 2: Use a separate PQA for each adult.

  - Complete a separate Section III for each adult.

  - Score them separately.

# Section III: Adult-Child Interaction (continued)

**Example 1: Scoring Two Adults on One PQA**

## III. ADULT-CHILD INTERACTION

**III-D. Children carry out their intentions.**

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

1○  2○  3○  4○  5○

○ Check here if not observed or reported.

| | Level 1 Indicators | Level 3 Indicators **A1** | Level 5 Indicators **A2** | Supporting Evidence/Anecdotes |
|---|---|---|---|---|
| Row 1 | ☐ Children are seldom encouraged to pursue their interests and initiatives or solve problems, and/or they are urged to do things they cannot yet do.<br>**Examples:**<br>– Caregiver says, "No, LaKeisha, I will get the dolls off the shelf for you."<br>– Caregiver says, "Let me cut that paper for you."<br>– Caregiver holds onto and guides child's hand so she can make a straight line. | ☒ Sometimes children are encouraged to pursue their interests and initiatives and solve problems.<br>**Examples:**<br>– Children pursue interests during choice time and outside time only.<br>– During some group times children pursue their interests.<br>– Sometimes caregivers step in too soon and solve children's problems with materials without giving children time to find solutions on their own. | ☐ Throughout the day children are encouraged to pursue their interests and initiatives and solve problems.<br>**Examples:**<br>– At choice time, Blake says he wants the red engine, then goes to the block area and takes the fire truck down from the shelf.<br>– Meghan walks to the easel and picks up the paintbrush to paint.<br>– Joslynn tries three times to get a puzzle piece into its spot — then she stops, turns the piece around, and puts it in the puzzle.<br>– At choice time, when Mia, an infant, reaches for a squishy ball, it rolls out of her reach; her caregiver waits to see if she will move her body to reach the ball, which she does. | *During CT, C1 was using trucks. A1 guided child to the art area to work on a Mother's Day project and said "You can go to the block area later."*    *During CT, C1 tried putting on a dress-up hat. It fell off and he got frustrated. A2 said, "You're trying to put that hat on. How can we get that hat to fit on your head?" C1 turned it, put it back on, and it stayed on.* |
| Row 2 | ☐ Children are seldom allowed to do things they can do and/or wish to do themselves.<br>**Examples:**<br>– Caregivers do not allow children time to take care of their own personal needs, such as dressing themselves.<br>– Alesha wants to get her own paper but the caregiver says, "No Alesha, I will do it." | ☐ Sometimes children are allowed to do things they can do and/or wish to do themselves.<br>**Examples:**<br>– At mealtimes children can throw away what they have not eaten; after naptime, caregivers dress children without their help.<br>– At group time, the children use the glue but the teacher cuts the paper for them. | ☒ Throughout the day children do things they can do and/or wish to do themselves.<br>**Examples:**<br>– Jeffrey says, "*I do*" and puts his shoes on by himself.<br>– Amaia walks to the bathroom to get her diaper changed.<br>– Kyla brushes her teeth, wipes her mouth, and throws her paper towel away.<br>– Luis says, "I want to" and pulls the tricycle out of the shed at outside time.<br>– Shanna, an infant, holds her own spoon at mealtimes. | |

Adult A

Adult B

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# Section III: Adult-Child Interaction (continued)

**Example 2:
Scoring Two Adults
on Separate PQAs**

## III. ADULT-CHILD INTERACTION

### III-F. *(continued)*

Row 2

| Level 1 Indicators | Level 3 Indicators | Level 5 Indicators | Supporting Evidence/Anecdotes |
|---|---|---|---|
| **For older infants and toddlers**<br><br>☐ Children in conflict are scolded, shamed, isolated, or punished.<br><br>**Examples:**<br>– "It's not fair to take toys from others. Now give it back!"<br>– "Go sit in time-out!"<br>– "You may not have this until you apologize!"<br>– "Since you can't share this, I'm putting it away."<br>– "That didn't hurt — so stop crying." | **For older infants and toddlers**<br><br>☐ Children in conflict hear statements about manners and morals.<br><br>**Examples:**<br>– "We don't hit our friends."<br>– "Tell Lamar you're sorry."<br>– "Use your words."<br>– "You need to share."<br>– "Let's take turns." | **For older infants and toddlers**<br><br>☒ After approaching children in conflict calmly, caregivers help children resolve the problem by giving positive and respectful support to each child:<br>• *Caregivers acknowledge children's feelings until children are calm.*<br>• *Caregivers help nonverbal children communicate with each other by labeling children's feelings and describing the problem.*<br>• *For older infants, caregivers offer duplicate or similar materials to help infants make choices and to de-escalate the conflict.*<br><br>**Examples:**<br>– Caregivers acknowledge feelings: "You look very angry"; "You both are really upset"; "You are sad because you want a turn."<br>– While holding one child in her lap and stroking another child, the caregiver says, "You both are really upset because you wanted to use the same block."<br>– Curtis and Matthew are tugging on the same book. The caregiver brings over a few more books and lays them down in front of them, saying "You both are upset because you want the same book — here are a few more that you can look at." Matthew then reaches for a new book while Curtis holds the first book.<br>– Janelle and Molly are pulling on the same doll and Molly crawls away with it while Janelle begins to cry. The caregiver approaches them and says, "Janelle, you are sad because you want the doll and Molly, you want it too." The caregiver shows Janelle and Molly where there are more dolls, and they both crawl to the shelf and get new dolls. | ☐ Mark "N/A" if there are only infants aged 0–6 months in room.<br><br>*During CT, 2 ch wanted the same truck. A1 said, "You're both really upset. You're pulling on the truck, and you're crying and pulling on the truck."*<br><br>*C2 says, "Mine!"*<br><br>*A1: "You really want to use it and C1 really wants to use it. We have a problem here. We have other trucks that might help us solve our problem."*<br><br>*C2 points to trucks.*<br><br>*A1: "Let's bring them over here."*<br><br>*C2 lets go of the truck and picks a new truck to use.*<br><br>*A1: "Now C1 has a truck and C2 has a truck."* |

**Adult A**

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# Section III: Adult-Child Interaction (continued)

**Example 2:**
**Scoring Two Adults**
**on Separate PQAs**

## III. ADULT-CHILD INTERACTION
**III-F.** *(continued)*

|  | **Level 1 Indicators** | **Level 3 Indicators** | **Level 5 Indicators** | **Supporting Evidence/Anecdotes** |
|---|---|---|---|---|
| Row 2 | **For older infants and toddlers**<br><br>☐ Children in conflict are scolded, shamed, isolated, or punished.<br><br>**Examples:**<br>– "It's not fair to take toys from others. Now give it back!"<br>– "Go sit in time-out!"<br>– "You may not have this until you apologize!"<br>– "Since you can't share this, I'm putting it away."<br>– "That didn't hurt — so stop crying." | **For older infants and toddlers**<br><br>☒ Children in conflict hear statements about manners and morals.<br><br>**Examples:**<br>– "We don't hit our friends."<br>– "Tell Lamar you're sorry."<br>– "Use your words."<br>– "You need to share."<br>– "Let's take turns." | **For older infants and toddlers**<br><br>☐ After approaching children in conflict calmly, caregivers help children resolve the problem by giving positive and respectful support to each child:<br>• Caregivers acknowledge children's feelings until children are calm.<br>• Caregivers help nonverbal children communicate with each other by labeling children's feelings and describing the problem.<br>• For older infants, caregivers offer duplicate or similar materials to help infants make choices and to de-escalate the conflict.<br><br>**Examples:**<br>– Caregivers acknowledge feelings: "You look very angry"; "You both are really upset"; "You are sad because you want a turn."<br>– While holding one child in her lap and stroking another child, the caregiver says, "You both are really upset because you wanted to use the same block."<br>– Curtis and Matthew are tugging on the same book. The caregiver brings over a few more books and lays them down in front of them, saying "You both are upset because you want the same book — here are a few more that you can look at." Matthew then reaches for a new book while Curtis holds the first book.<br>– Janelle and Molly are pulling on the same doll and Molly crawls away with it while Janelle begins to cry. The caregiver approaches them and says, "Janelle, you are sad because you want the doll and Molly, you want it too." The caregiver shows Janelle and Molly where there are more dolls, and they both crawl to the shelf and get new dolls. | ☐ Mark "N/A" if there are only infants aged 0–6 months in room.<br><br>*During CT, 2 ch wanted the same scoop at the SWT. C1 took the scoop from C2.*<br><br>*A2 said to C2, "You need to share. You can't have the scoop all the time."* |

**Adult B**

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# Section III: Adult-Child Interaction (continued)

**Example 3:
Scoring the Teachers
as One Team**

- Be sure to record a balance of observations from both adults.

- If you see a difference in the quality of interactions, look in Level 3 indicators for words like "some" or "sometimes," which typically describe this type of situation.

## III. ADULT-CHILD INTERACTION
III-F. *(continued)*

| | Level 1 Indicators | Level 3 Indicators | Level 5 Indicators | Supporting Evidence/Anecdotes |
|---|---|---|---|---|
| Row 2 | **For older infants and toddlers**<br>☐ Children in conflict are scolded, shamed, isolated, or punished.<br>**Examples:**<br>– "It's not fair to take toys from others. Now give it back!"<br>– "Go sit in time-out!"<br>– "You may not have this until you apologize!"<br>– "Since you can't share this, I'm putting it away."<br>– "That didn't hurt — so stop crying." | **For older infants and toddlers**<br>☒ Children in conflict hear statements about manners and morals.<br>**Examples:**<br>– "We don't hit our friends."<br>– "Tell Lamar you're sorry."<br>– "Use your words."<br>– "You need to share."<br>– "Let's take turns." | **For older infants and toddlers**<br>☐ After approaching children in conflict calmly, caregivers help children resolve the problem by giving positive and respectful support to each child:<br>• Caregivers acknowledge children's feelings until children are calm.<br>• Caregivers help nonverbal children communicate with each other by labeling children's feelings and describing the problem.<br>• For older infants, caregivers offer duplicate or similar materials to help infants make choices and to de-escalate the conflict.<br>**Examples:**<br>– Caregivers acknowledge feelings: "You look very angry"; "You both are really upset"; "You are sad because you want a turn."<br>– While holding one child in her lap and stroking another child, the caregiver says, "You both are really upset because you wanted to use the same block."<br>– Curtis and Matthew are tugging on the same book. The caregiver brings over a few more books and lays them down in front of them, saying "You both are upset because you want the same book — here are a few more that you can look at." Matthew then reaches for a new book while Curtis holds the first book.<br>– Janelle and Molly are pulling on the same doll and Molly crawls away with it while Janelle begins to cry. The caregiver approaches them and says, "Janelle, you are sad because you want the doll and Molly, you want it too." The caregiver shows Janelle and Molly where there are more dolls, and they both crawl to the shelf and get new dolls. | ☐ Mark "N/A" if there are only infants aged 0–6 months in room.<br><br>*During CT, 2 ch wanted the same truck. A1 said, "You're both really upset. You're pulling on the truck, and you're crying and pulling on the truck."*<br><br>*C2 says, "Mine!"*<br><br>*A1: "You really want to use it and C1 really wants to use it. We have a problem here. We have other trucks that might help us solve our problem."*<br><br>*C2 points to trucks.*<br><br>*A1: "Let's bring them over here."*<br><br>*C2 lets go of the truck and picks a new truck to use.*<br><br>*A1: "Now C1 has a truck and C2 has a truck."*<br><br>*During CT, 2 ch wanted the same scoop at the SWT. C1 took the scoop from C2. A2 said to C2 "You need to share. You can't have the scoop all the time."* |

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# Section III: Adult-Child Interaction (continued)

## "Some" and "Sometimes"

The terms "some" and "sometimes" are often used in the Level 3 indicators.

When you check a Level 3 box, be certain that your evidence includes examples of **both** Level 1 and Level 5 quality when children do something (Level 5) and when they don't (Level 1), or when adults have a high-quality interaction (Level 5) and a low-quality interaction (Level 1).

Be sure to include examples from all parts of the day. (Sometimes you'll see high quality at choice time, but not outside or at group time).

# Section III: Adult-Child Interaction (continued)

## Section III Clarifications

The next two slides will provide more information for particular items to help you more accurately collect evidence and/or score the rows.

### Item III-A — Row 2

Children need to be given time to adjust to teachers and select the caregiver that best fits their temperament. Read the examples carefully.

If there is only one caregiver in the classroom, mark "N/A" for this row.

### Item III-A — Row 3

In the Level 5 indicator, children must be with the same caregiver and teaching team until they move on to preschool (birth to 3). Read the examples carefully.

### Items III-F — Level 5

- Item III-F is an example of an item that includes bulleted lists in the Level 5 indicators.

- To score a 5, you must provide evidence of **everything** on the bulleted lists.

- If you have evidence for only some of things in the bulleted lists, select the Level 3 box instead.

# Section III: Adult-Child Interaction (continued)

To give a row a score of 5, you must see and provide evidence for **each bullet point** on the lists in the Level 5 indicators.

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## III. ADULT-CHILD INTERACTION
### III-F. *(continued)*

| | Level 1 Indicators | Level 3 Indicators | Level 5 Indicators | Supporting Ev... |
|---|---|---|---|---|
| Row 3 | **In rooms with toddlers aged 18–36 months**<br><br>☐ Children in conflict are not asked about the problem and/or do not participate in identifying the problem.<br><br>**Examples:**<br>– Caregiver takes disputed toy away and gives it back to the other child.<br>– There is a dispute over a toy and caregiver puts it away. | **In rooms with toddlers aged 18–36 months**<br><br>☐ Children in conflict sometimes participate in identifying the problem.<br><br>**Examples:**<br>– Caregiver asks what happened and draws her own conclusion.<br>– Caregiver asks only one child what happened.<br>– Gregory comes over and tells the caregiver that Tracey took his ball, and the caregiver says to Tracey, "Please give him his ball back." | **In rooms with toddlers aged 18–36 months**<br><br>☐ With caregivers' encouragement, each child in a conflict participates in identifying the problem:<br>　• *Children communicate what the problem is from their point of view; caregivers restate the problem based on their observations and children's verbal and nonverbal cues.*<br>　• *Children affirm or correct the caregiver's restatement of the problem.*<br><br>**Example:**<br>– Caregiver approaches Jalen and James, who appear to be fighting over a truck. Jalen points to the red truck and James reaches for it. Caregiver says, "Jalen, you want the red truck, and James, you want it too." Jalen says, "No, I want the blue one," and caregiver replies, "Oh, so you want the blue one, and James wants the red one." | ☐ Mark "N/A" if there... age range. |

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## III. ADULT-CHILD INTERACTION
### III-F. *(continued)*

| | Level 1 Indicators | Level 3 Indicators | Level 5 Indicators | Supporting Ev... |
|---|---|---|---|---|
| Row 4 | **In rooms with toddlers aged 18–36 months**<br><br>☐ Children in conflict do not hear an explanation of a problem; nor are they asked to participate in finding a solution.<br><br>**Examples:**<br>– Caregiver: "I said to give it back to her."<br>– Caregiver: "You don't need that." | **In rooms with toddlers aged 18–36 months**<br><br>☐ Children in conflict are sometimes asked to participate in finding a solution for a problem.<br><br>**Examples:**<br>– Caregiver: "Holly says she had the doll first, and James, your idea is to share — so let's share."<br>– Caregiver — "Pedro says he wants to have the first turn, and since he had the bike, he can go first." | **In rooms with toddlers aged 18–36 months**<br><br>☐ Caregivers encourage each child in a conflict to participate in finding and choosing a solution for a problem:<br>　• *Children generate ideas for solutions and choose one together.*<br>　• *Children receive follow-up caregiver support as needed.*<br><br>**Examples:**<br>– Caregiver asks children for ideas while pausing to allow children time to respond verbally or nonverbally.<br>– Caregiver helps children communicate their ideas by providing language for them without taking over the problem-solving conversation.<br>– Caregiver offers ideas for children: "Would you like to hear my idea?"<br>– After two children have agreed on a solution to a problem, a caregiver sits in the block area and watches them play for a while. | ☐ Mark "N/A" if there... age range. |

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# Section III: Adult-Child Interaction (continued)

**Item III-F (pp. 63–66)**

This item is about involving children in conflict resolution (interpersonal conflicts).

You may use evidence from a conflict to score several rows, so be sure to cross-reference!

To strengthen the score, record several examples of conflicts. Sometimes caregivers have a certain response for a particular situation (e.g., child takes a toy from another child) and a different response for another situation (e.g., child hits another child).

**Remember:** this item contains bulleted lists in the Level 5 descriptors for Rows 1, 2, 3, and 4.

As you observe, are you noticing that all children are equitably valued and that teachers interact with them positively and responsively?

# Section IV: Curriculum Planning and Child Observation

This section evaluates the following:

- Comprehensive curriculum

- Child observations and planning

- Individualized planning by caregivers

- Assessment of developmental progress

## Collecting Evidence for Section IV

- You may gather evidence for this section when children are not present (either before they come or after they leave).

- You will need to interview the caregivers to record your evidence.

- Each item includes one or more *Clarifying Questions*.

## Completing Clarifying Questions

- Read the *Clarifying Questions* in the supporting evidence column of each row.

- Just as you do with the other items, record the supporting evidence and anecdotes in the space provided for each row.

  - It is recommended that you preface your evidence with "Caregiver reports…" or "A1:…"

- Ask follow-up questions if necessary, but do not provide clues to a desired answer in your question. For example, say:

  - "Tell me more…"

(*Note:* If a caregiver does not know the answer, that also provides you with information.)

# Section IV: Curriculum Planning and Child Observation (continued)

## Section IV Clarifications

The following pages will provide more information for particular items to help you more accurately collect evidence and/or score the rows.

### Item IV-A (pp. 67–73)

This item asks whether or not the staff use a **comprehensive** curriculum model or educational approach to guide their teaching.

- **Educational program** encompasses all the areas of child development; is developmentally appropriate; encourages children's active learning; focuses on intentional teaching; has clear goals; is based on theory and research; builds on prior learning and experiences; has content that aligns with professional standards; shows evidence of effectiveness; is supported through staff training.

- **Appropriate child assessment** assists program staff in making sound decisions and improving teaching practices with infants and toddlers.

- **Program evaluation** is continuous, with results used to improve practices.

### Clarifying Questions

- Question 1 asks **if** the program uses a curriculum model(s) and if so, which one(s).

- Question 2 asks **how** the curriculum is used to make decisions about teaching and learning for infants and toddlers.

# Section IV: Curriculum Planning and Child Observation (continued)

**Item IV-A (continued)**

**Row 1** — Some programs either do not use a specific curriculum or will use an "eclectic" approach ("a little of this and a little of that").

- If the caregiver does "their own thing," it would score a 1.

- The curriculum could also be a mix of different approaches; for example, staff might say, "Well, we use a bit of HighScope, themes around holidays, and mostly our own ideas." This eclectic approach would score a 1.

**Row 2** — This row is requesting information on how the caregivers are using the curriculum to help them when it comes to decisions, problems, and planning for improvements that affect the classroom.

- Do they know where to find the curriculum book? Have they read the curriculum book?

- Do they refer to the curriculum book when problems arise?

- Do they look for examples or lists of how to do something? Do they go to the curriculum book to see what is meant on a particular topic of teaching?

# Section IV: Curriculum Planning and Child Observation (continued)

**Item IV-B (pp. 68–69)**

- Make sure you have evidence that the staff was taking anecdotes.

- Ask to see samples of the anecdotes they took while you were there.

As you observe and discuss with teachers, are you noticing that teachers are taking strength-based anecdotes on all children? How are families included in the sharing of these anecdotes?

# Section IV: Curriculum Planning and Child Observation (continued)

**Item IV-C (pp. 70–71)**

This item assesses discussion of children's development and tracking progress.

Note responses to the Clarifying Questions:

- Do caregivers meet daily to discuss what they see and hear children doing and communicating?

- How do caregivers assess the children's developmental progress?

- How often do caregivers assess children's developmental progress and how is that information shared with parents?

# Section IV: Curriculum Planning and Child Observation (continued)

**Item IV-D (pp. 72–73)**

If at all possible, you should observe the caregivers' planning period. (It may not be possible if they don't plan every day or if they don't plan as a team.)

Note responses to the Clarifying Questions:

- How often do caregivers meet to plan?

- When do caregivers plan? Where are children at that time?

- How do caregivers develop lesson plans? What are the plans based on?

# Section IV: Curriculum Planning and Child Observation (continued)

## PQA Summary Scores

- Transfer the score for each item to the Summary Sheet (p. 74).

- Add the scores for each section to get the sum of scores for that section.

- Count the number of items you've scored for that section.

- Divide the total of the sum scores by the number of items scored (sum of scores ÷ number of items scored).

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**Infant-Toddler Program Quality Assessment (PQA)**
**Form A: Observation Items**
### SUMMARY SHEET

Caregiver's Name  *Maggir Aneek*          Program Name  *Happy Day Toddlers*

Rater's Name  *Christine Snyder*          Date of Assessment  *Sept. 2nd*

**Enter the numerical level (1, 2, 3, 4, or 5) for each item. Refer to the Scoring Instructions on page ix. If an item was not rated, enter "NR."**

**I. LEARNING ENVIRONMENT**
- **4** A. Safe and healthy environment
- **4** B. Spaces for sleeping, eating, and bodily care
- **3** C. Spaces for play and movement
- **2** D. Accessible sensory materials
- **2** E. Children's photos, creations
- **4** F. Accessible, safe, outdoor space

**II. SCHEDULES AND ROUTINES**
- **4** A. Flexible, predictable schedule
- **5** B. Comfortable arrivals/departures
- **4** C. Child-initiated choice times
- **3** D. Bodily care choices
- **4** E. Smooth transitions
- **3** F. Child-centered feedings/meals
- **3** G. Fluid, dynamic group times
- **4** H. Nature-based outside times
- **4** I. Individualized naptimes

**III. ADULT-CHILD INTERACTION**
- **4** A. Long-term adult-child relationships
- **4** B. Child-adult trust
- **4** C. Child-adult partnerships
- **5** D. Children's intentions
- **4** E. Children's social relationships
- **2** F. Children's conflict resolution

**IV. CURRICULUM PLANNING AND CHILD OBSERVATION**
- **5** A. Comprehensive curriculum
- **3** B. Child observations and planning
- **4** C. Assessing developmental progress
- **3** D. Individualized planning by caregivers

**0** NUMBER OF CLASSROOM ITEMS NOT RATED
(Number of items marked "NR")

**25** NUMBER OF CLASSROOM ITEMS RATED
(25 minus the number not rated)

**91** TOTAL CLASSROOM SCORE
(Sum of scores on rated items)

**3.6** AVERAGE CLASSROOM SCORE
(Total score ÷ Number of items rated)

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# Section IV: Curriculum Planning and Child Observation (continued)

## Using the PQA Summary Scores

You have just learned how to calculate a score for the classroom! You may also want to try out the following more useful alternative:

- Calculate an average for each section.

- Identify sections where your strengths are, and where you need improvement.

(*Note:* When teachers have different scores, use two separate summary sheets to calculate the teachers' individual overall scores).

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**I. LEARNING ENVIRONMENT**

__4__ A. Safe and healthy environment

__4__ B. Spaces for sleeping, eating, and bodily care

__3__ C. Spaces for play and movement

__2__ D. Accessible sensory materials

__2__ E. Children's photos, creations

__4__ F. Accessible, safe, outdoor space

# Section IV: Curriculum Planning and Child Observation (continued)

## Plan for Improvement

- Identify the PQA section that teachers would like to improve.

- Pinpoint one or two items in that section that need extra support.

  - For example, both teachers scored a 2 on Item I-D. They need a greater variety of materials, which need to be accessible throughout the day.

- Identify strengths and what needs to change in the classroom.

- Develop a plan for improvement.

- Using individual section scores will help in setting program goals and in program planning.

  - For example, all of the observed classrooms scored an average of 3.1 in Section I: Learning Environment. Teachers and administrators are going to make improving the quality of materials and environment a focus of their professional development activities and mentoring sessions.

# Section IV: Curriculum Planning and Child Observation (continued)

## Uses for the PQA

### Self-Assessment

- Identifying your own areas of strength and areas for improvement

### Supervision and Observation/Feedback

- Supervisor and staff member together assess areas of strength, weakness, and what needs improvement

- Identifying areas for further training

- Setting program goals

### Research and Evaluation

- Comparing quality in different settings, or using as a pretest/posttest

- Preservice training tool to evaluate where improvement is needed

### Information and Dissemination

- Explaining the effectiveness of your program to funders, individuals, and agencies

# Reflecting on Educational Principles for Anti-Bias Curriculum Goals

Louise Derman-Sparks and Edwards (2010) state the following principles to guide your observations:

- Anti-bias goals are for everyone and everyone benefits from them

- Anti-bias education activities pay attention to the realities of children's lives

- Anti-bias education is developmentally appropriate

- Anti-bias planning uses both child- and teacher-initiated activities

- Anti-bias learning does not happen in one lesson or one day

- Anti-bias education calls on teachers to know themselves

- Anti-bias education avoids the pitfalls of a tourist curriculum

- Anti-bias education rests on strong relationships among staff and between staff and families

As you reflect on these principles, how can you become more aware of your own biases and support teachers and administrators in applying these principles in their classrooms and programs?

Derman-Sparks, L., and Edwards, J.O., (2010). *Anti-Bias Education for Young Children and Ourselves.* 2nd ed. Washington, DC: NAEYC.

# A Peek Ahead

## This week you will learn more about

- Section III: Adult-Child Interaction.

- Section IV: Curriculum Planning and Child Observation.

## Next week you will learn more about

- PQA Form B — Agency Items

  - Section V: Parent Involvement and Family Services.

  - Section VI: Staff Qualifications and Staff Development.

  - Section VII: Program Management.