

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”).

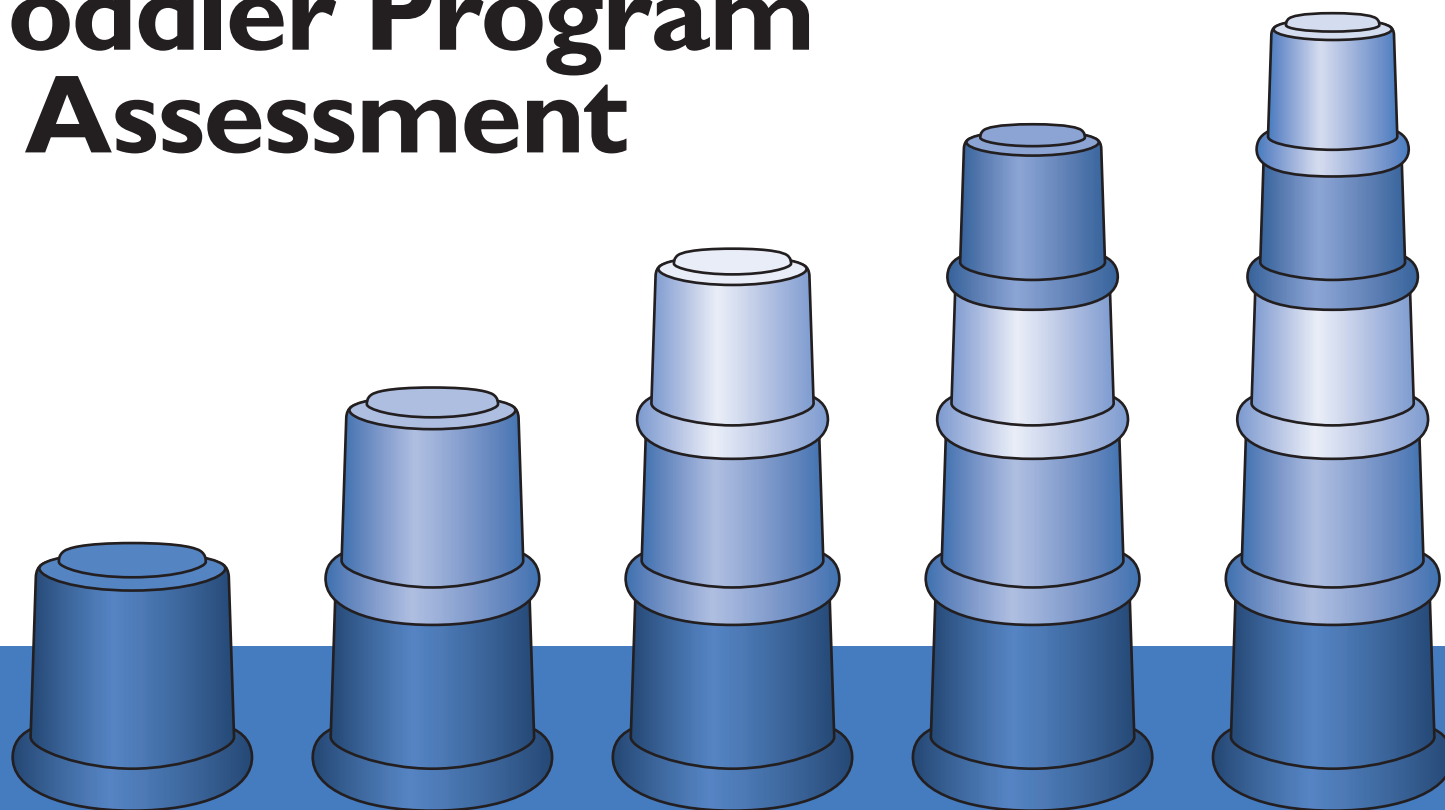
You **must** save your file as a .PDF or it will not be accepted.

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.”

PQA

Infant-Toddler Program Quality Assessment



Form A — Observation Items

Your Name

III. ADULT-CHILD INTERACTION

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

III-B. Children form trusting relationships with their caregivers.

1 2 3 4 5

Check here if not observed or reported.

	5	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 1		☐ Children are not touched, held, and/or spoken to or are touched, held, and/or spoken to in a rough, rushed, or disinterested manner. Examples: - Crying children are ignored or picked up and placed in a seat. - Caregivers hurry children through tasks. - Children are picked up without warning.	☐ Sometimes children are touched, held, and/or spoken to in an attentive, unhurried manner. Examples: - Infants are held and spoken to while bottle-feeding, but toddlers eat at the table themselves. - After naptime, when a toddler wakes up upset, the caregiver briefly holds him and then sets him on a chair as he continues to cry.	☐ Throughout the day children are touched, held, and spoken to in a warm, attentive, leisurely manner. Examples: - During arrival and departure times, children's feelings are acknowledged, and they are held or guided to and from their parents. - At choice time, caregivers are on the floor playing alongside or with children. - Caregivers talk with children about what they are doing before picking them up.	
Row 2	3	☐ Children do not show pleasure in their interactions with caregivers. Example: - Children turn/walk away, cry, or show displeasure when caregivers interact with them.	☐ Sometimes children show pleasure in their interactions with caregivers. Example: - Children smile and laugh during choice time and group times, but cry and get upset during bodily care, feeding, and mealtimes.	☐ Throughout the day children show pleasure in their interactions with caregivers. Examples: - Children smile at, laugh with, talk to, and hug caregivers throughout the day. - At naptime Sienna puts her arms up for her caregiver to pick her up and rock her to sleep. - At outside time, an infant coos and giggles as her caregiver plays peekaboo with her.	

III. ADULT-CHILD INTERACTION

III-B. (continued)

	5 Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 3	☐ Children do not receive caregiver attention when they demand, signal, or request it. Examples: – Children are ignored. – Caregivers are busy doing other tasks and do not pay attention to children's subtle cues.	☐ Sometimes children receive caregiver attention when they demand, signal, or request it. Examples: – At outside time the caregivers sit on the ground with the nonmobile children and talk, and when Kobie asks for a push on a swing, a caregiver only gets up to do it after she has finished talking with the other caregivers. – When caregivers are getting meals ready, children who cry or ask for help are told that their caregiver will help when they are done: "Amaria, I know you need picked up, but you will have to wait until I am done getting breakfast ready"; "Sam, my hands are already clean and I am preparing lunch, so you will have to do something else until I can help you."	☐ Throughout the day children receive caregiver attention when they demand, signal, or request it, and when they pause in exploration and play. Examples: – During choice time, when Landon starts to cry and goes to his cubby to get his blanket, his primary caregiver goes over and says, "You're sad because you are missing Mom." – During group time Hailey begins to rub her eyes and lies on the floor. Her primary caregiver picks her up and says, "You are really tired, huh?" – After lunch, Camella wants her bottle, so Liana, her caregiver, stops cleaning the table, warms up her bottle, and feeds Camella as she rocks her to sleep. The other caregiver finishes cleaning off the table when she has time.	
5				
Row 4	☐ Children do not initiate interactions with caregivers. Example: – Children tend to play by themselves, or if they are toddlers, with each other.	☐ Sometimes children initiate interactions with caregivers. Examples: – Children go to caregivers when they need something: at choice time, Jaylen points to the crayons and his caregiver puts them on the table with a piece of paper for him. – Children interact with caregivers when they sit on the floor with children at choice time or group time.	☐ Throughout the day children initiate interactions with caregivers. Examples: – During arrival time, Wendy crawls over and sits in Hilda's lap. – At outside time, Jerome brings a ball to Alicia and says, "We play?" – At choice time, Darrell pulls on his caregiver's pant leg and holds his arms up. – At choice time Jarvis carries two cars over to his caregiver, and they begin driving the cars around on the floor together.	

III. ADULT-CHILD INTERACTION

III-B. (continued)

	1	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 5		☐ Children and caregivers do not interact at the children's pace. Example: – Caregivers hurry children through each part of the routine.	☐ Sometimes children and caregivers interact at the children's pace. Example: – During choice, outside, and group times the caregivers interact with children at their own pace; but during transitions, meals, and clean-up times, the caregivers hurry children on.	☐ Throughout the day children and caregivers interact at the children's pace. Examples: – While going outside, caregivers let children walk and crawl at their own pace down the hallway and down stairs to the playground. – As children wake from nap, caregivers allow time for toddlers who are interested to put their socks and shoes on by themselves. – During transitions, caregivers allow slower children to move at their own pace while others get ready for the next part of the day.	
5					
Row 6		☐ Children hear only negative comments from caregivers about themselves and others. Examples: – “Sam, you’re making a mess — Sam always makes a mess.” – “Mimi is a biter.” – Caregivers refer to children’s soiled diapers by labeling the child and calling attention to it: “All right, who’s poopy? Someone smells!”; “Harold, you always smell bad when you poop.”	☐ Children hear some positive and some negative comments about themselves and others from caregivers. Examples: – “Paige, you are a good helper.” – “I am always having to take Eric out of the bathroom because he likes to play with the water in the sink.” – Sometimes caregivers call attention to children who have a soiled diaper: “Oh Jeremiah, you are stinky — let’s go change your diaper.”	☐ Throughout the day children hear only positive comments from caregivers about themselves and others. Examples: – “Sam and Kari like painting.” – “Mimi, chewing on the teether makes your gums feel better.” – “Andy, you like to stack the blocks up and knock them down.” – Caregivers treat children’s soiled diapers in a respectful manner: “Sheriah, you have a poopy diaper, so we need to change you so you can be fresh again.”	

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.

	1 Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	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. Examples: - Caregiver says, "No, LaKeisha, I will get the dolls off the shelf for you." - Caregiver says, "Let me cut that paper for you." - 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. Examples: - Children pursue interests during choice time and outside time only. - During some group times children pursue their interests. - 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. Examples: - 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. - Meghan walks to the easel and picks up the paintbrush to paint. - 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. - 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.	
1				
Row 2	☐ Children are seldom allowed to do things they can do and/or wish to do themselves. Examples: - Caregivers do not allow children time to take care of their own personal needs, such as dressing themselves. - 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. Examples: - At mealtimes children can throw away what they have not eaten; after naptime, caregivers dress children without their help. - 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. Examples: - Jeffrey says, "I do" and puts his shoes on by himself. - Amaia walks to the bathroom to get her diaper changed. - Kyla brushes her teeth, wipes her mouth, and throws her paper towel away. - Luis says, "I want to" and pulls the tricycle out of the shed at outside time. - Shanna, an infant, holds her own spoon at mealtimes.	

III. ADULT-CHILD INTERACTION

III-D. (continued)

	5	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 3	5	☐ Children are scolded, shamed, or punished for their initiatives, or their initiatives are ignored. Examples: – “No, Blaine, you are not allowed to take the play dough away from the art table.” – “Izzy, you are not going to use paints anymore since you always spill the paint.”	☐ Sometimes children receive caregiver support for their initiatives. Examples: – During group time the teacher says, “Emery, you painted that box all by yourself.” – At choice time, when a child goes over to a caregiver and shows her what he made, she nods and goes on cleaning the tables.	☐ Throughout the day children receive caregiver support for their efforts, ideas, and initiatives. Examples: – At arrival time, Ellen, Wayne’s caregiver, watches as he hangs his coat on the hook and then says, “You hung your coat up by yourself!” – Eli’s caregiver tells him, “Thank you for helping Gregory throw the ball to Dean.” – Amelia’s caregiver imitates Amelia as she bangs the shaker on the floor.	
Row 4	5	☐ Children receive praise (e.g., “Good job!”; “I like the way Lamar is sitting quietly”) and/or rewards (stickers, food, candy, toys) for their accomplishments and/or for following caregivers’ wishes. Example: – Children receive stickers any time they do something positive.	☐ Sometimes children receive praise and/or rewards for their initiatives and accomplishments. Examples: – Sometimes caregivers praise children when they do something “right.” – Children who use the potty or toilet successfully receive a sticker.	☐ Children receive encouragement for their accomplishments (caregivers acknowledge children’s actions without praising them). Examples: – “You rolled the ball.” – “Thank you for giving a shaker to Kim.” – “Chris, you crawled all the way over here to me!” – “You stacked all the foam blocks on top of each other.”	

III. ADULT-CHILD INTERACTION

III-E. Children form social relationships.

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	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 1	☐ Most of the time, nonmobile children cannot see mobile children. Examples: – Nonmobile children are kept on their side of the room and their view is blocked by shelving. – Nonmobile children are kept in swings, bouncy seats, etc.	☐ Sometimes nonmobile children can see mobile children. Examples: – Infants can see other children only when they are held by a caregiver. – Infants lie on the floor and watch while mobile children are eating or sleeping.	☐ Throughout the day nonmobile children watch and/or communicate with other children. Examples: – Caregivers arrange protected areas so nonmobile children can be on the floor/ground and watch other children. – Janet places Daniel on the floor and puts pillows around him to protect him from mobile children. – During outside time, Veda lays a blanket on the grass near the sandbox and sits Erica down so she can see the other children playing in the sandbox. – During choice time, Nancy sits Anil and Raina next to each other on a blanket, where both infants can look at each other and coo. – Lily sits on an infant mattress and giggles while looking through a clear plastic divider at Tyrell, a young toddler — Tyrell babbles at her and pats the plastic with his hand.	☐ Mark “N/A” if it is a toddler-only room.

III. ADULT-CHILD INTERACTION

III-E. (continued)

3	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 2	☐ Caregivers ignore children's interactions or do not encourage children to interact with other children in a friendly, interested manner. Examples: – Caregivers do not pay attention when children grab things from or hit other children. – Caregiver says, "That's hers. She had it first — now give it back to her." – Caregiver says, "He was sitting there playing nicely by himself until you interrupted him — so go find somewhere else to play."	☐ Caregivers sometimes encourage children to interact with other children in a friendly, interested manner. Examples: – During choice time, the caregiver tells Darnel to go ask another child to play with him. – At lunch time, the caregiver tells Tina that Joseph wants to sit by her. – Sometimes caregivers separate children instead of helping them work out problems so they can play alongside each other or together.	☐ Throughout the day caregivers encourage children to interact with other children in a friendly, interested manner. Examples: – At outside time, Dominique, a toddler, watches Savannah and Brandon as they slide on the snow, fall down, help each other up, laugh, and fall down again. Savannah and Brandon's caregiver asks them if it is okay for Dominique to join them, which she does, and they all three continue the play together. – At his caregiver's suggestion, Felix, smiling, passes out books to the other children who are waiting for lunch at his table. – Tanya goes up to Shyann and Katelin, who are lying on a beanbag chair looking at books together. The caregiver asks Shyann and Katelin if Tanya can join them. They make room for her, and all continue to look at books. – At choice time, a caregiver sees that a child is sitting in a rocker with a baby doll and that there are other children who want to play babies. The caregiver locates a few more baby dolls on the shelf and gives them to the interested children.	

III. ADULT-CHILD INTERACTION

III-E. (continued)

3	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 3	☐ Children's communications to other children are not interpreted by a caregiver. Example: – Caregivers do not help children understand each other when they are trying to communicate.	☐ Sometimes children's communications to other children are interpreted by a caregiver. Example: – A caregiver helps Juliana tell another child that she [Juliana] wants to sit by her at lunch.	☐ Throughout the day children's communications to other children are interpreted by a caregiver. Examples: – "Pat, Sam is giving the ball to you." – "Luke is saying bye-bye to you, Josh." – "Leah, Olivia would like to play dollies with you." – "Jeremiah, Delano is trying to tell you that he would like more blocks." – "Francis is saying that she didn't like it when you sat on her toys." – "Cee Cee, Emma is waiting for you to get done so you can go play with her." – "Kayla, are you giving Abby the cars? [pause] Abby, she is giving you her cars."	

III. ADULT-CHILD INTERACTION

III-E. (continued)

3	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 4	☐ Children do not explore, play alongside of, or show preferences for other children. Examples: – Children play by themselves.	☐ Sometimes children explore, play alongside of, and/or show preferences for other children. Examples: – Two infants play with the same materials in a treasure basket, watching each other as they play. – At snacktime, Bobbie saves a seat for Kyle.	☐ Throughout the day children explore, play alongside of, play with, and/or show preferences for other children. Examples: – At group time, Blake, Wesley, and Jamal paint next to each other on a large piece of paper on the floor. – At outside time, Fran, Jordan, and Andrea lie on top of the fort, kicking their legs in the air. – Colby hugs Dominique upon arrival because she has been out sick. – Natalie coos and wiggles her body when Megan, another child, arrives and says hi. – Raymond joins Dalane, who is in the block area playing race cars. – At lunch time Tayon saves Gregory a chair to sit next to him. – When Emma is getting ready to go home, Gena walks over and gives her a kiss on the cheek.	

III. ADULT-CHILD INTERACTION

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

III-F. Older infants and toddlers participate in resolving conflicts.

1 2 3 4 5

Check here if not observed or reported.

3	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 1	For older infants and toddlers ☐ Most children in conflict go unnoticed or are ignored by caregivers. Example: A caregiver does not notice two older infants pulling on the same stacking cup.	For older infants and toddlers ☐ Some children in a conflict receive positive attention from a caregiver. Examples: - Caregiver attends to and holds child who has been hit or bitten: "Come here, Julia, so I can give you a hug." - When Tommy runs away with Jeremy's car, Jeremy hits Tommy, and Tommy begins to cry. The caregiver, who has seen the last part of the incident, hugs Tommy and says to Jeremy, "We don't hit our friends."	For older infants and toddlers ☐ Each child involved in a conflict receives the positive attention of a caregiver who approaches children calmly and is ready to help if needed. <i>At the start of a conflict, the caregiver immediately stops children's hurtful actions, remaining calm in voice and demeanor.</i> Examples: "Gently, Eli. Touch Max gently," caregiver says, then strokes each infant gently. "Kicking needs to stop because it hurts," caregiver says, sitting down between two children to separate them. - Seeing that two older infants are tugging on the same toy and one of them has fallen down and is crying, the caregiver holds the crying child and rubs the back of the other child while offering both children similar toys. - Two toddlers are pulling on the same truck and one hits the other child. The caregiver sits down between them, stroking their hands and calming them down by talking with them about the problem.	☐ Mark "N/A" if there are only infants aged 0–6 months in room. CQ: How do you handle conflicts between children?

III. ADULT-CHILD INTERACTION

III-F. (continued)

1	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 2	For older infants and toddlers ☐ Children in conflict are scolded, shamed, isolated, or punished. Examples: – “It’s not fair to take toys from others. Now give it back!” – “Go sit in time-out!” – “You may not have this until you apologize!” – “Since you can’t share this, I’m putting it away.” – “That didn’t hurt — so stop crying.”	For older infants and toddlers ☐ Children in conflict hear statements about manners and morals. Examples: – “We don’t hit our friends.” – “Tell Lamar you’re sorry.” – “Use your words.” – “You need to share.” – “Let’s take turns.”	For older infants and toddlers ☐ After approaching children in conflict calmly, caregivers help children resolve the problem by giving positive and respectful support to each child: • <i>Caregivers acknowledge children’s feelings until children are calm.</i> • <i>Caregivers help nonverbal children communicate with each other by labeling children’s feelings and describing the problem.</i> • <i>For older infants, caregivers offer duplicate or similar materials to help infants make choices and to de-escalate the conflict.</i> Examples: – Caregivers acknowledge feelings: “You look very angry”; “You both are really upset”; “You are sad because you want a turn.” – 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.” – 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. – 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.

III. ADULT-CHILD INTERACTION

III-F. (continued)

	1	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 3		In rooms with toddlers aged 18–36 months ☐ Children in conflict are not asked about the problem and/or do not participate in identifying the problem. Examples: – Caregiver takes disputed toy away and gives it back to the other child. – There is a dispute over a toy and caregiver puts it away.	In rooms with toddlers aged 18–36 months ☐ Children in conflict sometimes participate in identifying the problem. Examples: – Caregiver asks what happened and draws her own conclusion. – Caregiver asks only one child what happened. – 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 ☐ With caregivers’ encouragement, each child in a conflict participates in identifying the problem: • <i>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.</i> • <i>Children affirm or correct the caregiver’s restatement of the problem.</i> Example: – 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 are no children in this age range.

III. ADULT-CHILD INTERACTION

III-F. (continued)

	1	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 4		In rooms with toddlers aged 18–36 months ☐ Children in conflict do not hear an explanation of a problem; nor are they asked to participate in finding a solution. Examples: – Caregiver: “I said to give it back to her.” – Caregiver: “You don’t need that.”	In rooms with toddlers aged 18–36 months ☐ Children in conflict are sometimes asked to participate in finding a solution for a problem. Examples: – Caregiver: “Holly says she had the doll first, and James, your idea is to share — so let’s share.” – 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 ☐ Caregivers encourage each child in a conflict to participate in finding and choosing a solution for a problem: • <i>Children generate ideas for solutions and choose one together.</i> • <i>Children receive follow-up caregiver support as needed.</i> Examples: – Caregiver asks children for ideas while pausing to allow children time to respond verbally or nonverbally. – Caregiver helps children communicate their ideas by providing language for them without taking over the problem-solving conversation. – Caregiver offers ideas for children: “Would you like to hear my idea?” – 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 are no children in this age range.

IV. CURRICULUM PLANNING AND CHILD OBSERVATION

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.

IV-B. Caregivers observe children, record their observations, and use them as a basis for planning for children.

1	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 1	☐ Caregivers do not observe children or rarely relate children's actions and communications to child development. Examples: – Caregivers supervise children. – Caregivers primarily attend to children when conflicts or problems arise. – Caregivers talk about how to solve biting problems and browse through various websites for advice.	☐ Caregivers observe children and relate their actions and communications to some areas of child development. Examples: – Caregivers are mainly concerned about children's literacy learning and focus on getting children to speak or on setting up language and literacy activities. – Caregivers mainly focus on children's physical development, such as planning activities that promote rolling over or walking. – Caregivers primarily work to get children to the next level of development whether they are ready for it or not.	☐ Caregivers observe children and relate their actions and communications to developmentally appropriate standards and/or child development curriculum content, such as • <i>Approaches to learning</i> (how children make choices, solve problems, do things for themselves) • <i>Social and emotional development</i> (how children form attachments, express emotions, relate to others) • <i>Physical development and health</i> (how children move their bodies, move with objects, feel steady beat) • <i>Communication, language, and literacy</i> (how children listen, respond, communicate nonverbally, speak, explore books) • <i>Cognitive development</i> (how children explore objects, form object permanence, learn number concepts, learn one-to-one correspondence, connect cause and effect) • <i>Creative arts</i> (how children imitate, pretend, explore art materials, listen and respond to music, explore sounds and their voices) Caregivers work at children's own levels instead of pushing them to the next stage. Example: – Two toddlers are rolling a ball back and forth to each other, and the caregiver writes this down. At planning time the caregiver talks with her coteachers and they decide that this anecdote should go in the "physical development and health" and "cognitive" categories.	CQ: Do you observe your children, and how do you interpret the development that you see in infants and toddlers every day?

IV. CURRICULUM PLANNING AND CHILD OBSERVATION

IV-B. (continued)

	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
1				
Row 2	☐ Caregivers do not jot down anecdotal notes to remind themselves of what they see and hear. Example: Caregivers are busy with routine tasks.	☐ Caregivers sometimes jot down anecdotal notes to remind themselves of what they see and hear. Examples: - Caregivers fill out children's daily charts and only record their bodily functions and eating habits. - Caregiver puts a smiley face on Henry's chart and says that he had a happy day. - At the end of the day or when writing notes to parents, caregivers sometimes rely on their memory rather than writing notes during the day and referring to them later.	☐ Throughout the day caregivers jot down anecdotal notes to remind themselves of what they see and hear. Examples: - Daily, caregivers write brief notes while taking anecdotes and then expand these into formal anecdotes used for the assessment measure. - Anecdote: "At outside time, Kanisha poured sand in and out of the sifters and watched the sand flow out." - Anecdote: "At arrival time, Mingon pulled himself onto his feet and walked, while holding on to a chair." - Anecdote: "In the block area, Yuan and Miguel stacked big blocks to make a 'spaceship' and sat on the blocks and pretended to fly around in space."	CQ: What kind of information do you write down as you observe your infants and toddlers throughout the day?
5				
Row 3	☐ Caregivers only share child observations with parents if there have been problems or conflicts. Caregivers do not plan for children. Example: Caregiver talks to a parent about her child biting others.	☐ Caregivers sometimes share their anecdotal notes with parents and make plans based on their observations of children. Examples: - Caregivers share information with parents only when the child does something exciting, such as rolling over, talking, or walking. - Caregivers primarily stick to the lesson plan but will occasionally pull out materials to support a child's interest.	☐ Caregivers share their observations and anecdotal notes with parents daily and use their notes later in planning for children. Example: At choice time Latisha crawls to the shelf, picks up a jug of lids with two hands, and dumps it on the floor while squealing. Latisha's caregiver shares an anecdote about this with Latisha's mom, saying that Latisha enjoyed the sounds the lids made as she dumped out the jug. Based on Latisha's interest and the cognitive key developmental indicators (learning goals for the program's curriculum), the caregiver plans a small-group activity for the next day using tin cans and beads.	CQ: How do you use the information you write down?

IV. CURRICULUM PLANNING AND CHILD OBSERVATION

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

1 2 3 4 5

IV-D. Caregivers plan ways to support individual children.

☐ Check here if not observed or reported.

3	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 1	☐ Caregivers do not plan.	☐ Caregivers sometimes plan. Examples: – Caregivers plan once or twice a week. – Caregivers plan monthly. – Only one caregiver plans for all children. – Only one caregiver is in the room, and she plans once a week. – One caregiver plans for one week, and the other plans for the following week.	☐ Caregivers meet daily to plan. Examples: – Caregivers plan daily with their coteachers. – If there is only one teacher in the room, the caregiver plans daily and consults with caregivers from other rooms to share ideas.	CQ: How often do you meet to develop your lesson plans?
5	☐ Caregivers plan while children are present and awake. Example: – Caregivers plan while children need their assistance.	☐ Caregivers sometimes plan when no children are present or while children nap. Examples: – Caregivers plan first thing in the morning when one or two children are usually present, or right after most of the children go home. – There is only one caregiver in the room, and she plans at the end of the day when there are only one or two children left.	☐ Caregivers regularly plan when no children are present or while children nap. Examples: – Caregivers are given a consistent 20- to 30-minute time slot each day to plan for children. – Caregivers consistently plan each day at naptime while children sleep and before the caregivers go on break. – A room has only one caregiver, and she plans at naptime.	CQ: When during the day do you develop your lesson plans? What are children doing at that time?

IV. CURRICULUM PLANNING AND CHILD OBSERVATION

IV-D. (continued)

1	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 3	☐ Caregivers make group rather than individual plans, or plans to motivate children to do things they are not yet able to do or are not interested in doing. Example: – “Let’s introduce coloring inside the lines.”	☐ Caregivers make group plans based on goals, activities, and/or a thematic approach. Examples: – “Let’s do the leaf activity.” – “Let’s bring out the sensory table.” – “What should we do for tomorrow’s color?” – “Let’s do painting with fly swatters — it’s my favorite activity.”	☐ Caregivers make plans based on their observations and discussions of each child’s strengths, abilities, and interests. As they plan, they use their anecdotal notes and refer to the curriculum content or the child observation measure. Examples: – “Jon is really interested in crawling up onto things — let’s add the large vinyl wedge and blocks and turn the rocking boat step-side up. This will cover the key developmental indicators [curriculum goals] <i>moving the whole body</i> and <i>problem solving</i> .” – “I have children who are at different developmental levels, so my plan for group time will include different ways my children will use and explore string and glue.” – The caregivers look at the COR Advantage Summary Report and notice that they need more anecdotes focusing on moving to music, so they plan a group-time activity using bells and music.	CQ: How do you develop your lesson plans? What do you base your plans on?