

I. LEARNING ENVIRONMENT

I-D. Materials for sensory exploration are plentiful and accessible to infants and toddlers.

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

Row 1 All or most materials for children to see, touch, mouth, hear, smell, explore, and play with are made of plastic.

Example:

- Plastic toys include rattles, commercialized dollhouse and doll accessories, cars, trucks, musical instruments, and battery-operated toys.

Level 3 Indicators

Less than half of the materials for children to see, touch, mouth, hear, smell, explore, and play with are made of wood, metal, stone, fiber, paper, or natural materials.

Examples:

- Wooden spoons, metal pans, plastic food, and empty food containers in house area.
- Rocks in the sand.
- Recycled materials in art area, with crayons, paper, and play dough.
- Mainly plastic, commercialized materials in toy area.

Level 5 Indicators

More than half of the materials for children to see, touch, mouth, hear, smell, explore, and play with are made of wood, metal, stone, fiber, paper, and natural materials.

Examples:

- Tin cans/lids, cooking utensils, spice bottles, metal measuring cups, small pans, shells, rocks, wooden spoons, blocks, spools, bottle brush, keys, fabrics, yarn, pumice, rubber balls, mirrors, newspaper, wax paper, foil.
- Recycled materials, such as cardboard tubes, boxes.
- Messy materials such as paint, play dough, clay, "goop," glue, sand, water.

Supporting Evidence/Anecdotes

Some metal pots

instruments are plastic

wooden carts

construction paper available

plastic toys in toy area

CO: What are your procedures for checking and sanitizing materials?

toys were clean, nothing broken or unsafe

CO: Check areas daily

at toys in sink + wash & sanitize at end of day.

Deep clean + zero on PD days

zero once

continued on next page

I. LEARNING ENVIRONMENT

I-D. (continued)

Level 1 Indicators

Row 3 Materials for exploration and play are not accessible to children.

Examples:

- Most materials are stored high on shelves or behind locked doors.
- Materials are never rotated or are changed so often that children can't find them.
- Infants are confined in equipment, such as a bouncy seat or highchair, with no materials to handle.

Level 3 Indicators

Some materials for exploration and play are accessible to children during some parts of the day.

Examples:

- Some shelves are closed when children arrive and leave at the end of the day.
- In mixed-age rooms some materials, such as art materials, are stored out of reach of children, and children have to ask to play with them.
- Sand and water table is only available in the morning.
- Sometimes materials are rotated out, even when children are still interested in them.
- In mixed-age rooms, some materials are put away when choice time is over.
- In toddler rooms, some areas are closed during choice/play time.

Level 5 Indicators

Materials for exploration and play are accessible to children throughout the day.

Examples:

- Children can get materials off of shelves themselves.
- Children can take materials outside.
- Children can hold a toy while getting their diaper changed.
- Non-sleeping children can look at books or play with quiet toys while on cots.
- Some materials are rotated to reflect children's interests, e.g., caregivers notice that Lincoln Logs are not being used and switch them with another material.
- In mixed-age rooms, materials are accessible throughout the day to children who are awake.
- In mixed-age rooms, small objects are stored up high or in screw-top containers to allow access for toddlers but not younger children. Such materials are used with adult supervision when younger children are around and are put away when a caregiver cannot be with the children.
- In toddler groups, all areas and materials are accessible during choice/play times.

Supporting Evidence/Anecdotes

CQ: How often do you rotate materials and how do you determine what to rotate?

CE: Put out toys based on interest. Change when children seem to have lost interest. Only some available to rotate.

A got toys out as soon as he was done eating.

B brought a book when when getting diaper change.

Sensory table kept lid on

Art shelf only contained paper, teacher says "has supplies in cupboard."

I. LEARNING ENVIRONMENT

I-D. (continued)

Level 1 Indicators

Level 3 Indicators

Level 5 Indicators

Supporting Evidence/Anecdotes

Row 4

Children are denied or strongly discouraged from using personal comfort items such as pacifiers, "blankies," and stuffed animals.

Children's personal comfort items are sometimes accessible to them.
Example:
- Comfort items are given only at naptime.

Throughout the day children have easy access to their personal comfort items.

Examples:
- Child can get pacifier, blanket, or stuffed animal from cubby as needed.
- Jarred is upset after going to the bathroom, so his caregiver asks if he wants his "lovey." He nods his head yes, and the caregiver gets his blanket from his cubby for him.

CO: What procedures do you have for allowing children access to their comfort items such as pacifiers and blankets?

- Did not observe children w/ personal items

CO: No children have pacifiers, now children can use as needed kept in cubby.

Row 5

There are no soft items for children to snuggle against.

Examples:
- There are no pillows, stuffed animals, or blankets.
- Caregivers do not snuggle with children.

There are some soft items for children to snuggle against.

Examples:
- Beanbag chair in the book area for children to use.
- Vinyl cushions in block area to build with and crawl on.
- A few pillows in the house area, some stuffed animals in the book area.
- A teacher sitting with two children on a mattress and reading stories to them.

Throughout the care and play space there are soft toys, pillows, fabrics, blankets, cushions of various sizes, and people for children to snuggle with.

Examples:
- Stuffed animals and pillows in book area and house area, puppets in toy area, small vinyl cushions in the block area to stack and crawl on.
- Beanbag chairs on infant side of room for caregivers to snuggle on with children.
- Soft materials in the sensory table such as cotton balls, fabric, pompoms, sponges, foam pieces, ribbon, yarn.
- Area rugs on hard surfaces for crawling children.
- A caregiver snuggling with a few children on the big pillows in the book area while reading books.
- A teacher rocking an infant in the cushioned rocking chair while singing songs to her.

- Pillows + bean bag + small vinyl mat in book area.

- Area rug in block area (center of room)

- A child sits on ms k's lap while she plays blocks w/ another child during choice time

I. LEARNING ENVIRONMENT

I-D. (continued)

Level 1 Indicators

Row 6 Books are not accessible to children.

- Examples:**
- Setting does not have books.
 - Caregivers do not read to children.

Level 3 Indicators

A limited range of books are accessible to children during some parts of the day, and/or only designated books are available to children.

- Examples:**
- Children can choose books only at choice time and before naptime.
 - Books available to children are mouthed, torn, or of poor quality.
 - Children are not allowed to handle some of the books.

Level 5 Indicators

A variety of books and types of books are accessible for children to explore, look at, and play with throughout the day.

- Examples:**
- Picture books, books with simple stories, award-winning storybooks, books of poems or rhymes, community and cultural books.
 - Foam, cloth, or board books; big books; homemade books; magazines.
 - MS S reads before breast.
 - E gets a book out and looks at it during choice time
 - Real drum, rain stick, xylophone, tambourine, cymbals, bells, wooden maracas, homemade shakers.
 - Some plastic replicas.

Supporting Evidence/Anecdotes

- Book shelf is full of books
- Variety of cultural books + books w/real photos
- Nursery stories
- Feelings books

Row 7 There are no simple musical instruments, and/or instruments are not accessible to children.

- Examples:**
- No instruments are in the room.
 - Caregivers are the only ones allowed to handle adult instruments.

Some simple musical instruments are accessible to children during some parts of the day.

- Examples:**
- Children only have access to plastic replicas of instruments.
 - Caregivers bring out real instruments for group time.

Simple musical instruments are accessible to children throughout the day.

- Examples:**
- Real drum, rain stick, xylophone, tambourine, cymbals, bells, wooden maracas, homemade shakers.
 - Some plastic replicas.

Row 8 Musical recordings and radios are played as background music for caregivers and children all day.

- Example:**
- Music is played loudly while children play and sleep.

Musical recordings and radios are played as background music for some parts of the day.

- Examples:**
- Music is played during choice time.
 - Music for sleeping infants is played loudly while other children play.
 - Music is played loudly at naptime.
 - During choice time a child asks the caregiver for "Ring Around the Rosie" (a song on CD), and the caregiver plays it, keeping the CD on after the child has walked away.

Musical recordings and radios are never played as background music.

- Examples:**
- Music is only played for a specific purpose, such as band music for children pretending to be marching in a band during choice time, appropriate music for group time or transition activities, soft music for naptime.
 - During choice time, when a toddler wants to hear "Twinkle, Twinkle Little Star," the caregiver plays a CD of it, and the two of them use shakers to the music. She turns off the music when the child is done.

- Teachers got out for children during and music + movement
- music played during music + movement
- music left on OS transitioned to + started small group activity, music turned off by staff

I. LEARNING ENVIRONMENT

I-D. (continued)

Level 1 Indicators

Level 3 Indicators

Level 5 Indicators

Supporting Evidence/Anecdotes

Row 9

In mixed-age and toddler rooms

In mixed-age and toddler rooms

In mixed-age and toddler rooms

Mark "N/A" if it is an infant-only room.

- Materials for exploration and play do not reflect home and community cultures or differing abilities of the children in the program.

- Some materials for exploration and play reflect home and community cultures and differing abilities of the children in the program.

- Materials for exploration and play reflect home and community cultures and differing abilities of the children in the program.

Examples:

- Commercial dress-up clothes.
- Plastic dishes and food.
- All dolls of same ethnicity.
- No materials depicting children or adults with disabilities.

- Some food containers reflecting the homes of the children in the program.
- One Caucasian and one African-American doll.
- Dress-up clothes and shoes for girls.
- Plastic play dishes, but real pans in house area.
- One book showing children with disabilities.

- Real food containers; real dishes and cultural cooking items; work clothes representing community and families.
- Music of different cultures.
- Various ethnic dolls; doll figures with special needs.
- Books representing differing cultures and special needs; book with community helpers.

- Real food containers
- various dolls
- cultural books on shelf
- community people in black area

Row 10

In mixed-age and toddler rooms

In mixed-age and toddler rooms

In mixed-age and toddler rooms

Mark "N/A" if it is an infant-only room.

- Materials for exploration and play perpetuate stereotypes.

- Some materials for exploration and play reinforce stereotypes, and/or only some materials depict nonstereotyped role models.

- All materials for exploration and play depict a wide range of nonstereotyped role models and cultures.

Examples:

- Pictures and books show only women as housewives and nurses, only men as construction workers and doctors.
- Boys are discouraged from dressing up for "female" roles, and girls, from dressing up for "male" roles.
- Boys play with "boy" toys and girls play with "girl" toys.

- Some pictures and books showing women as housewives or nurses, others showing women as police officers or doctors.
- Some doll figures of male firefighters, male and female police officers, and female nurses.

- Pictures and books with women as doctors and men doing housework; dolls, toy figures of female police officers, male nurses.
- Pictures and dolls depicting African-American, Hispanic, Caucasian, and Asian males and females in a variety of roles.
- Caregivers encouraging boys and girls to play with any material in their own way.

- Book showing different people + children
- community people figures
- E played w/ blocks + moved to house area

I. LEARNING ENVIRONMENT

I-D. (continued)

Level 1 Indicators

Row 11 **In mixed-age and toddler rooms**

There are limited materials for some types of play (e.g., sand, water, art, block, toy, house), and/or the play materials are not accessible to children.

- Examples:**
- There are not enough materials or children have to ask for them.
 - In mixed-age rooms, both older infants and younger toddlers use the same simple materials.
 - Materials are not challenging for toddlers.
 - Program has a sand and water table, but it is not used.
 - No messy materials are available.

Level 3 Indicators

In mixed-age and toddler rooms

There are some materials for sand, water, art, block, toy, and house play that are sometimes accessible to children.

- Examples:**
- Sand and water are not available every day or are only available during some parts of the day or at outside time.
 - Adults bring out different art materials each day instead of always having basic art materials available.
 - In mixed-age rooms, simple materials are provided, including some challenging materials for toddlers.
 - Caregiver closes the water table after 20 minutes of choice time.

Level 5 Indicators

In mixed-age and toddler rooms

There are plentiful materials for sand, water, art, block, toy, and house play that are accessible to children throughout the day.

- Examples:**
- Shovels, measuring cups, scoops, dirt, sand, water, beans, sifters, spatulas, bowls, funnels, paper, crayons, markers, paint, glue, tape, pipe cleaners, scrap materials, cardboard, clay, play dough, wooden blocks, cardboard blocks, vinyl cushions, cars, push toys, dolls and doll accessories, dress-up clothes, bottles, blankets, cooking utensils, real pans, real dishes, silverware, puzzles, Duplos, toy people, pegs and pegboards, waffle blocks, counting bears/dinosaurs, farm animals.
 - Multiple sets of materials; basic materials that are accessible every day; some types of materials that are rotated based on children's interests.
 - Sand and water area used daily, with caregivers rotating different materials in and out of the tables according to children's interests.

Supporting Evidence/Anecdotes

Mark "N/A" if it is an infant-only room.

- There is a sensory table, but it was never opened. Children had access to blocks, trucks, manipulatives, house area. NO access to art materials. - crayons brought out during small group activity

I. LEARNING ENVIRONMENT

I-D. (continued)

Level 1 Indicators

Level 3 Indicators

Level 5 Indicators

Supporting Evidence/Anecdotes

Row 12

In mixed-age and toddler rooms

Materials are not organized or labeled or have written labels only.

Examples:

- Materials are stored on unlabeled shelves around the room.
- Materials are arranged randomly.
- At cleanup time caregivers and some children put materials randomly on shelves or in bins.

In mixed-age and toddler rooms

Some materials are organized and labeled.

Examples:

- Blocks, some shelves, and a few containers are labeled; some picture labels are included.
- In mixed-age room, toys and blocks are stored together on shelf, with toys scattered across shelf.
- At choice time and/or cleanup time, children are sometimes confused about where some materials go, because not all materials are labeled and organized.

In mixed-age and toddler rooms

All materials are organized on shelves and in containers and are labeled for ease of use and cleanup.

Examples:

- Screw-top containers are used for toddler-only materials.
- Catalog pictures, photos are used as labels.
- Materials are arranged by play area and function on shelves, such as art materials in art area, books and puzzles in book area, sand and water materials in sand and water area.
- In mixed-age rooms, some areas may be combined, such as a combined block and toy area with blocks, cars, push toys, and small toys stored together.

Mark "N/A" if it is an infant-only room.

Some shelves labeled with picture & words

I. LEARNING ENVIRONMENT

I-E. Children's photographs and creations are displayed.

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 There are no photographs of children or their families hanging up or in albums.

There are photographs of some children and/or their family members on display where children can see them.

There are photographs of all children and their family members for children to see, touch, hold, and carry.

no photographs of children or their families

Examples:
 - Not all of the children have their pictures on the board.
 - Pictures of children are on side of cabinet above counter.
 - Poster of children is hung low on the wall but has no pictures of their families.

Examples:
 - Photos of children playing, covered with clear contact paper, are on floor or walls.
 - An album of families is in book area.
 - Pictures of children showing parts of the daily routine are available or posted.
 - Poster with pictures of the children at outside time is hung low on wall so children can crawl over and look at pictures of themselves.
 - A child is upset and missing her mom so the caregiver gives her a picture of her mom to hold.

Row 2 Displays consist of adult-made or commercially produced materials that are not related to children's interests.

Half of the adult-made displays stem from children's interests and experiences.

Almost all of the adult-made displays stem from children's interests and experiences.

Examples:
 - Calendar on bulletin board.
 - Posters of toothbrushing, fire safety, behavior or discipline, alphabet people.

Examples:
 - Some displays of children's creations, such as finger paintings, collages, coloring.
 - Other displays of standardized content, such as flowers and butterflies to announce spring, alphabet letters with pictures representing each letter.

Examples:
 - Displays of children's creations, such as collages of recycled materials, paintings, glue creations.
 - Pictures or photos of classroom pets, children's family members, or classroom activities.
 - A bulletin board for parents with licensing policies and construction-paper balloons with children's birthdays.

- parent info board displayed near door
 - Birthday chart made by teacher
 - children's artwork displayed around classroom at child's level
 - Bulletin board displayed children's art

I. LEARNING ENVIRONMENT

I-E. (continued)

Level 1 Indicators

Row 3 There are no creations by children that are visible to children.

Example:

- Displays are of adult-made or commercial materials or are hung out of children's sight.

Level 3 Indicators

Some of children's creations are visible to children.

Examples:

- Children's paintings are hung low on cabinets.
- In mixed-age rooms, wall space to hang children's creations is limited because of cribs; some creations are hung high due to cribs.

Level 5 Indicators

Children's creations are hung and/or displayed where children can see and touch them.

Examples:

- Clay creations on low shelves.
- Paintings or drawings with protective coverings on floor, wall, low bulletin boards, or low cabinets.

Supporting Evidence/Anecdotes

children
can reach
some artwork,
but all are
easily visible

Row 4

Displays of children's creations consist of projects generated from adult ideas or copied from adult products.

Examples:

- All children's flower cutouts look the same.
- All paper rabbits are put together the same way.

Some displays of children's creations stem from children's interests and ideas.

Examples:

- Caregivers cut children's paintings into bugs for a bulletin board on insects.
- Caregivers "fix" children's play dough snowmen after they are done working on them.

All displays of children's creations stem from children's interests and ideas.

Examples:

- Children's pencil scribbles, clay sculptures, finger paintings, and glue creations are original.
- Children's creations are left as they are by caregivers.

children's
artwork on
bulletin board
& feather art
around classroom
- All art looked
different from
one another

II. SCHEDULES AND ROUTINES

II-A. The overall daily schedule is predictable yet flexible.

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

- Row 1 Daily events and caregiving routines are not organized; they occur randomly throughout the day or from one day to the next.

Level 3 Indicators

- The day is organized around caregiving routines:
- Feeding and mealtime
 - Bodily care
 - Naptime
- Examples:**
- Sometimes caregivers have an art project or take the children outside when they have time.
 - Sometimes caregivers are not consistent about when parts of the day occur.
 - Sometimes caregivers of mixed-age children or toddlers use the names of the parts of the routine.

Level 5 Indicators

- The day is organized around regular daily events:
- Arrival and departure
 - Choice time
 - Group time for mobile infants and toddlers
 - Outside time
- The day includes caregiving routines:
- Feeding and mealtime
 - Bodily care
 - Naptime
- Examples:**
- The routine is consistent yet flexible, developed around individual children's bodily rhythms. The schedule consistently includes each event and routine.
 - Parents and children are notified ahead of time, if possible, if any part of the day will be different, such as that children will go to the gross-motor room instead of outside because it is raining.
 - Caregivers of mixed-age children and toddlers use names of parts of the routine throughout the day: "In a few minutes it will be time to clean up"; "Ellie, remember that outside time comes next, after we go to the bathroom."

Supporting Evidence/Anecdotes

- Arrival
- Breakfast
- Bodily care
- music + movement
- choice time
- outside time
- music + movement
- small group
- lunch
- naptime
- Diapers changed after breakfast + before lunch + as needed

II. SCHEDULES AND ROUTINES

II-A. (continued)

Level 1 Indicators

Row 2 There is no posted schedule.

Level 3 Indicators

There is a posted schedule for parents or for children.

Examples:

- A brief routine is posted on the teachers' cabinet and a detailed plan on the parent board.
- A daily routine chart made up of generic pictures of each part of the routine is posted on a wall for children to see.

Level 5 Indicators

There is a posted schedule for parents to review and a pictorial routine posted low for older infants and toddlers to see.

Examples:

- Caregivers take pictures of the children during each part of the routine and post them with the names of each part of the schedule.
- Kylee crawls over to the wall and points to a picture of herself eating at the table at lunch time.

Supporting Evidence/Anecdotes

Note: In an infant-only room, check level 5 if the schedule is posted for parents. (A pictorial routine is not necessary for infants.)

Pictorial schedule posted low for children
- schedule for parents posted on parent board

Row 3 Teachers do not refer to the routine.

Sometimes teachers refer to and talk about the parts of the routine with children.

Example:

- Teachers tell children about cleanup and outside time but do not talk about small- or large-group activities.

Teachers refer children to and talk about the routine throughout the day.

Examples:

- "Omara, let's go look at what is coming next after snack."
- While rocking and feeding Nathan, the caregiver says, "When you are done with your bottle, it will be naptime."
- Since it is raining, at breakfast the teachers talk with the children about going to the gross-motor room instead of going outside.

- After choice time Ms S said let's clean-up, so we can go outside!

II. SCHEDULES AND ROUTINES

II-A. (continued)

Level 1 Indicators

Level 3 Indicators

Level 5 Indicators

Supporting Evidence/Anecdotes

Row 4 The daily schedule is the same for all children.

The daily schedule sometimes flexes to accommodate children's individual needs.

The daily schedule flexes throughout the day to accommodate each child's individual needs, rhythms, and temperament.

Examples:

- Children are kept awake when they are falling asleep before naptime.
- All children make transitions at the same time.

Examples:

- A caregiver brings out a cot for a child who has fallen asleep during choice time.
- Children line up all at the same time to wash their hands for breakfast and lunch, but take turns brushing their teeth and going to the bathroom during choice time.

Examples:

- Grace eats some lunch, lies down on her cot, and falls asleep while others eat, play, and wash up.
- An infant begins crying earlier than his scheduled feeding and the caregiver gives him a bottle.
- At naptime, some children fall right to sleep and others look at books until they fall asleep.
- Caregivers overlap activities to allow children who are finished with an activity to start the next activity while others finish what they are doing.
- As children are transitioning back to the room at the end of outside time, a caregiver allows children to observe some ducks flying by for a few minutes.
- A toddler does not want to go to the bathroom, so the caregiver says she will check the other children first and then it will be his turn.

- one child was not dressed

warm, teachers noticed he was cold + came inside early

- E is able to continue eating breakfast as others finish

- K finishes lunch + washes up + lays down on cot while others continue eating

- During small group E put his crayons away + gets a book while B + K continue to color

II. SCHEDULES AND ROUTINES

II-A. (continued)

| Level 1 Indicators | Level 3 Indicators | Level 5 Indicators | Supporting Evidence/Anecdotes |
|---|---|--|---|
| <p>Row 5 <input type="checkbox"/> Children do not initiate or freely explore actions, materials, and/or other people.</p> <p>Examples:</p> <ul style="list-style-type: none"> - Nonsleeping children are confined in playpens, swings, infant seats, walkers, or cribs. - Children who fall asleep in a swing or seat are not taken out and put in a crib. - Infants are left in highchairs for long periods of time after being fed, even when crying. - Children are moved from one type of infant seat to another (Exersaucer to swing to highchair). - Mobile children are left in tables with built-in seats until caregivers can get them out. - Toddlers mostly do adult-directed activities. | <p><input type="checkbox"/> During some parts of the day (e.g., choice time, outside time) children initiate and freely explore actions, materials, and/or other people.</p> <p>Examples:</p> <ul style="list-style-type: none"> - Sometimes children remain in highchairs, cribs, or swings for periods of time, but children are taken out when they cry. - Some children spend time in Exersaucers, walkers, bouncy seats. - At choice time and outside time, toddlers explore freely, but during art activities and circle time they follow the caregivers' instructions. | <p><input checked="" type="checkbox"/> Throughout the day children initiate and freely explore actions, materials, and other people.</p> <p>Examples:</p> <ul style="list-style-type: none"> - During awake time infants and nonmobile infants are given treasure baskets and/or a variety of materials to explore. - Caregiver lays Sophia on a blanket on the floor in front of a mirror while the toddlers eat lunch. - Landon, an older infant, explores wooden spoons and tin cans while sitting on the floor. - Children spend less than 75 minutes total per day in bouncy seats, Exersaucers, walkers, swings, infant seats, or playpens; or in cribs or highchairs when not sleeping or eating. - Crying children are removed from seats immediately. - Highchairs or bouncy seats are used with infants as "safe places" for very short periods of time. - At group times older infants and toddlers participate at their own pace and developmental levels. | <p>- After breakfast A played in block area</p> <p>- During choice time children played in block area, house area & book area.</p> <p>- They were able to get toys off shelves + move through classroom with them.</p> <p>- King started to squeal at lunch & was asked if he was done & was able to get up</p> |

II. SCHEDULES AND ROUTINES

II-C. Choice times (play times, awake times) focus on child-initiated exploration and play.

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

Row 1 There is no daily choice or play time for children, or choice time lasts all day.

Examples:

- For most of day, infants sit in Exersaucers, bouncy seats, and swings, and toddlers sit at tables.
- Choice time is all day, and children wander and conflicts arise because nothing else is scheduled.

Level 3 Indicators

Sometimes choice or play time is a part of the day for children, and/or choice time is too brief or too long.

Examples:

- Infants are confined to swings and seats during choice time.
- Choice time is posted on the schedule but not carried out.
- Toddler choice time is too brief (15-20 minutes) or too long (children get restless and conflicts arise).

Level 5 Indicators

Choice or play time is always a part of the day for children, and children's actions determine the length of choice time.

Examples:

- Infants are engaged with caregivers or a variety of materials during awake times.
- Choice time allows toddlers to engage in pretend play.
- Caregivers end choice time early when children lose interest or begin wandering.

Supporting Evidence/Anecdotes

Note: If level 1 is checked, score a 1 and leave the remaining rows blank.

- children had

choice time, lasted about 60 minutes

- MS K joined children in house area

- MS 8 sat near side as children played + climbed on it

Row 2 Children make no choices during choice/play time.

Examples:

- Children are confined in playpens, swings, bouncy seats.
- Children mainly respond to or carry out adult-initiated activities such as teacher-planned projects or activities at the art table, block area, and/or toy table.
- Children watch television and/or videos.

Children make some choices during choice/play time.

Examples:

- At some point during choice time each child participates in a planned art activity.
- Only some areas are available — no sand or water.
- A toddler wants the markers but the caregiver tells him, "Not today."
- Sometimes infants are placed in a seat when they could be placed on the floor to freely move their bodies and explore materials laid near them.

Children make many choices and carry out their own exploration and play initiatives during choice/play time; they decide

- What to explore or play with
- How to explore or play
- Where to explore and play (all areas available)
- How to move

Examples:

- Mobile and nonmobile infants are given a variety of materials to explore and play with.
- While sitting beside her caregiver, Yolanda (an infant) chooses different items from her treasure basket to mouth — a bottle brush, large shell, wooden spoon, tin can.
- Children pull materials off the shelf and use them in their own ways.
- Toddlers Mariah and Eva play with dolls in the house area while Tyler and Mario use cars in the block area.
- Older toddlers follow through on their plans.

children played in block area, house area, & book area.

- K brought small blocks & put them on table in house area on plates

- Lid kept on sand/water table

II. SCHEDULES AND ROUTINES

II-C. (continued)

| | Level 1 Indicators | Level 3 Indicators | Level 5 Indicators | Supporting Evidence/Anecdotes |
|-------|--|--|--|--|
| Row 3 | <p>In rooms with older toddlers</p> <ul style="list-style-type: none"><input type="checkbox"/> Older toddlers do not converse with caregivers about their choices (plan) or talk about what they did (recall) at any time during the day. | <p>In rooms with older toddlers</p> <ul style="list-style-type: none"><input type="checkbox"/> Older toddlers sometimes converse with caregivers about their choices (plan) and/or talk about what they did (recall) at some time during the day. <p>Examples:</p> <ul style="list-style-type: none">- Not all children in this age range are asked about their plans or what they did during the day.- Caregivers ask children what they want to do, but do not talk with them about what they did during the day.- Caregiver says, "Jerrica, you chose to play with the babies today." | <p>In rooms with older toddlers</p> <ul style="list-style-type: none"><input type="checkbox"/> Older toddlers converse with caregivers about their choices (plan) and talk about what they did (recall) during the day. <p>Examples:</p> <ul style="list-style-type: none">- Caregivers converse with children as they select their activity at the beginning of choice time: "Zelda, what would you like to play with today?"- As caregivers clean up with toddlers, they comment on what they saw children using during choice time.- At lunch time caregivers ask each child what he or she played with at choice time.- At lunch time, caregivers talk with children about what they did at outside time.- Caregivers verbally plan and recall with 2-year-olds. Later in the year, when children are ready, a formal planning and recall time is added to the daily schedule. | <p><input checked="" type="checkbox"/> Mark "N/A" if all children are younger than 24 months.</p> <p>CQ: How do you plan and recall with your older toddlers?</p> |

II. SCHEDULES AND ROUTINES

II-E. Transitions flow smoothly from one interesting experience to the next.

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

Row 1 Children do not have choices at transition times.

Examples:

- Children are told, all at one time, to stop playing and start cleaning up.
- All children move from one activity to the next in whole groups.

Level 3 Indicators

Children sometimes have choices at transition times.

Examples:

- Children can choose to bring a stuffed animal to a diaper change.
- Children sing songs while waiting to wash their hands.
- Some children have a choice about what to clean up.
- Sometimes children have a choice on ways to move their bodies to the next part of the day.

Level 5 Indicators

Children make choices during transition times.

Examples:

- Children choose how to move from one part of the room to another, what to clean up, and how to put it on shelves.
- Kyra continues to work on her painting while other children who are done with group time wash their hands.
- Jayden and Paige choose to crawl like spiders to the lunch table.
- E reads books as other color at small group.

Supporting Evidence/Anecdotes

- Children are encouraged to clean-up before breakfast

- MS S encourages children to march as she sings as transition to outside time

Row 2

Children are moved abruptly by caregivers from one event to the next.

Example:

- When it is feeding time, infants are picked up and put in their seats.

Children sometimes are told by caregivers what comes next.

Examples:

- When choice time is almost over, the caregiver gives a warning for cleanup time.
- At outside time children are picked up and told that it is time to go in.
- Gabrielle, an infant, is picked up for lunch and put in a highchair without a warning.
- Toddlers are given a warning that they will need to wash their hands soon for lunch.

Throughout the day children are told by caregivers what comes next.

Examples:

- Caregiver tells infant that it is time for his bottle and talks to him about what she is doing as she warms the bottle.
- Caregiver announces to toddlers that cleanup time will start when they hear the music.

- outside MS S
"we're going in, in a few minutes"

- MS S says "A let's wash your hands for lunch"

- MS S says "B we have to change your diaper"

- MS S says "we have to clean-up so we can go outside"

II. SCHEDULES AND ROUTINES

II-E. (continued)

Level 1 Indicators

Level 3 Indicators

Level 5 Indicators

Supporting Evidence/Anecdotes

Row 3 Children wait for events and/or caregiving routines to begin.

Examples:

- Toddlers wait in line for all children before moving to next activity.
- Caregivers do not start activity until all children are sitting and ready for circle time.

Children sometimes move at their own pace from one event or caregiving routine to the next.

Examples:

- Sometimes caregivers plan for children's transitions, such as asking children to move to the bathroom like dogs.
- Infants and mobile infants are put in strollers and carried in and out to the playground, even though the door to the playground is across the hall.
- Sometimes children are hurried to the next part of the day.

Children move at their own pace from one event or caregiving routine to the next.

Examples:

- Caregivers overlap activities to allow children to change activities at their own pace.
- Caregivers plan different ways for children to transition, such as moving when their names are called, moving like animals, singing.
- Caregivers record transition plans on their daily lesson plans.
- When coming in from outside time, crawlers, toddlers, and walkers move their own bodies into the room from the playground.

Row 4

In mixed-age and toddler rooms

Children do not participate in cleanup.

In mixed-age and toddler rooms

Children are directed and/or rushed through cleanup.

Examples:

- Caregiver places object in child's hands and directs her to put it on shelf.
- Caregiver takes toy away from child and places it on shelf the correct way.
- Teachers start cleaning up before announcing cleanup time and then finish cleaning up with some of the children.

In mixed-age and toddler rooms

Children clean up in their own manner/pace and receive caregivers' encouragement and support.

Examples:

- Children can choose what to put away.
- Caregiver says, "You put all the cars away" when Harrison shows her the filled basket of cars.
- Caregivers allow time for children to participate in cleanup: caregiver holds the plastic jar while Dylan picks the lids up one by one and puts them in the jar.
- During choice time caregivers encourage and assist children in putting toys away before they get out something else.
- During nap or after children leave, caregivers straighten shelves and complete cleanup.

Mark "N/A" if it is an infant-only room.

- Children marched outside + walked together back in
 - E continues eating breakfast as A gets out a toy
 - Marching is on lesson plan

- MS K asked B "Can you pick up the books" she walks to the slide. E picks them up + MS K says "Thank you"
 - CN sets sensory tubes on wrong spot on shelf. + MS S says "Thank you for helping" as he gets more toys

II. SCHEDULES AND ROUTINES

II-F. Feedings and mealtimes are child centered and leisurely.

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

- Row 1 Infants drinking from a bottle are not held.

Examples:

- Infant is lying down, drinking from a propped-up bottle.
- While feeding another child who is lying on the floor, caregiver holds an infant, who is drinking from a bottle propped up next to him.

Level 3 Indicators

- Sometimes infants drinking from a bottle are held by a caregiver.

Examples:

- When an infant needs to be fed, the director feeds her.
- Children who can hold their own bottles feed themselves and sometimes walk around the room.

Level 5 Indicators

- Infants drinking from a bottle are always held by a primary caregiver and receive the caregiver's close attention.

Examples:

- Caregiver talks with infant while feeding her.
- Desmond's primary caregiver rocks and sings to him as he drinks from his bottle.

Supporting Evidence/Anecdotes

- Mark "N/A" if there are no bottle-fed children.

Row 2

- Parents (whose schedules permit) do not nurse or bottle-feed their children at the center, or are discouraged from doing so.

- Parents (whose schedules permit) occasionally nurse or bottle-feed their children at the center.

Examples:

- There is no separate space for nursing/bottle-feeding.
- Parent(s) sometimes can nurse/bottle-feed their child.

- Parents (whose schedules permit) regularly nurse or bottle-feed their children at the center and are encouraged to do so.

Examples:

- There is a separate, quiet area with room for two parent-child pairs to nurse/bottle-feed.
- Caregivers make sure they talk with parent(s) who nurse/bottle-feed every day to coordinate the timing of the feeding.

- Mark "N/A" if there are no nursing/bottle-fed children.

CQ: Are parents allowed to nurse and/or bottle-feed their infants at the center? If yes, how often? Occasionally? On a regular basis?

Row 3 Children do not feed themselves.

Examples:

- Caregivers feed children to make cleanup easier.
- Caregivers hold infant bottles even if infant is able to hold the bottle.

- Sometimes children feed themselves.

Examples:

- Caregivers only allow children who don't make a mess to feed themselves.
- Toddlers feed themselves, but caregivers feed older infants.

- Children are always encouraged to feed themselves.

Examples:

- Spoon-fed infants have their own spoon to hold as caregiver feeds them: Tayon dips his spoon into the bowl of carrots and the caregiver says, "Tayon, you're using your spoon to eat with."
- Allie, an infant, holds her bottle while her caregiver rocks her and says, "Allie, you are holding your own bottle today."
- As Tanya, a toddler, spoons corn onto her plate, her caregiver asks her to pass the bowl to Jamal when she is finished; when Tanya does so, her caregiver says, "Thank you, Tanya, for passing Jamal the corn."

- At breakfast children feed them selves
 - At lunch children feed themselves
 - At snack children feed themselves

II. SCHEDULES AND ROUTINES

II-F. (continued)

Level 1 Indicators

Level 3 Indicators

Level 5 Indicators

Supporting Evidence/Anecdotes

Row 4 Children have no choice about what and/or how much to eat.

Examples:

- Caregivers decide what children will eat and feed them.
- As a caregiver feeds an older infant, the infant turns her head, but the caregiver continues to feed her.

Sometimes children have a choice about what and/or how much to eat.

Examples:

- At breakfast children can choose what they want, but at lunch they have to eat what the caregiver gives them.
- Kylee is told she cannot leave the table until she eats all her green beans.

Children have a choice about what and how much to eat.

Examples:

- Hailey eats her grapes before she eats her muffin at breakfast.
- E.J. drinks all his milk and then eats his cereal.
- Penny leaves some food on her plate and says, "I done." The caregiver answers that she can go throw her plate away and wash up.

CQ: Do children have choices about what they want to eat at mealtimes?

- On eats all his fruit + some cereal, then gets up
- At lunch he eats all her food + signs for more

Row 5 Feedings and/or mealtimes are rushed.

Example:

- Caregivers quickly remove lunch items from table while children are still eating.

Sometimes feedings and/or mealtimes are unhurried.

Example:

- At breakfast children eat at their own pace, but at lunch children are rushed to finish so they can lie down for their nap.

Feedings and mealtimes are leisurely. Children eat at their own pace and spend varying amounts of time eating.

Examples:

- Caregivers initiate conversations with children.
- Caregivers read a book while children eat, to keep their attention until the majority of children are done eating.

- At breakfast children finished at different times + were allowed to wash + then play lunch children finished at different times

Row 6 Children rarely interact with caregivers during mealtimes.

Examples:

- Caregivers are busy with other duties.
- Caregivers supervise mealtimes but do not join children.

Children interact with caregivers briefly during mealtimes.

Examples:

- Caregivers ask children if they want more of something.
- Caregivers sometimes sit with children or behind them, while directing children to eat their food.
- One teacher talks with children about their day, while the other teacher only asks children if they want more to eat or are finished.

Children and caregivers show pleasure in their interactions and communications with one another while seated together during mealtimes.

Examples:

- Caregivers smile, observe, and listen attentively to children.
- Caregivers converse with children.
- Caregivers leave the table as needed to get items or to help a child.

- Teachers sat with children after serving breakfast
- Ms. Shady asked "What are you eating, you like the apples?"
- Be + Ms. Y talk back + don't during lunch

II. SCHEDULES AND ROUTINES

II-F. (continued)

Level 1 Indicators

Row 7 All children are fed/eat on schedule whether or not they are hungry.

Level 3 Indicators

Sometimes children are fed/eat when they are hungry, even when their hunger occurs outside a designated feeding or mealtime.
Example:
 - Children who come in late in the morning can get a snack, but children who get hungry before lunch have to wait.

Level 5 Indicators

Children are fed/eat when they are hungry, even when their hunger occurs outside a designated feeding or mealtime.
Examples:
 - Infants eat on demand.
 - Caregivers have extra fruit, cereal, or crackers on hand and give a small snack to children who get hungry outside of mealtimes.

Supporting Evidence/Anecdotes

CQ: Are children fed when they are hungry, even when their hunger occurs outside a designated feeding or mealtime? If yes, how often? Sometimes? Regularly?
 NO extra snacks were observed

OO: Yes if children signal they are hungry, have snacks available in cupboard

Row 8

In mixed-age and toddler rooms

Children do not participate in setup or cleanup of meals.

In mixed-age and toddler rooms

Sometimes children participate in setup and/or cleanup of meals.
Example:
 - Children help with cleanup but not setup.

In mixed-age and toddler rooms

Children participate in setup and cleanup of meals and receive support for doing so.

Examples:
 - Henry throws his cup in the trash, and caregiver says, "Thank you for throwing your cup away!"
 - Terrance helps put plates and forks in the middle of the table for lunch.

Mark "N/A" if it is an infant-only room.
 -After breakfast teachers cleaned off tables
 -After lunch children were encouraged to throw dirty plates + cups

II. SCHEDULES AND ROUTINES

II-G. Group times for mobile infants and toddlers are fluid and dynamic and focus on children's actions, ideas, and interests.

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

1 2 3 4 5

Notes: (a) Group times are defined as both small- and large-group gatherings that generally are planned but occasionally are spontaneous. (b) Group times consist of activities with hands-on materials or music and movement activities.

Level 1 Indicators

Level 3 Indicators

Level 5 Indicators

Supporting Evidence/Anecdotes

Row 1 For mobile infants and toddlers, there are no daily group times.

For mobile infants and toddlers, sometimes group times are a regular part of the day.

For mobile infants and toddlers, group times (small and large groups) are a regular part of the day.

Mark "N/A" if there are only infants aged 0-6 months in room, and leave all remaining rows blank.

Examples:

- Children are confined in seats.

- Group times do not occur every day.

- Children paint shells for small-group time.

- Free play continues all day in between caregiving routines.

- Only whole-group times are scheduled.

- Before lunch all the children gather together and sing songs.

- Group times do not occur every day.

- During choice time, a small group of children play with balls and buckets.

- Children wave scarves to music during whole-group times.

- small group activity before lunch

Note: If level 1 is checked, score a 1 and leave the remaining rows blank.
- Invited all children to circle time (music + movement) ended when children started losing interest

Row 2 Children make no choices during group time.

Children make some choices during group time.

Children make many choices during group time:

Examples:

- Caregivers make choices for children on how to use materials.

- Children sing songs as instructed by caregivers.

- Caregiver allows Amari to choose the blue car from his basket but says he has to drive the car instead of flying it around.

- Ciara chooses "Wheels on the Bus" and wants to sing the "mommy's" verse first, but the caregiver tells her to "sing it the way the verses go."

• How to explore and use materials

• How to communicate

• Where to sit and/or stand

• How to move

• What to sing

• How to sing

Examples:

- At small-group time, caregivers give children a set of materials to use in any way they want.

- Children move their bodies to music in any way they want.

- Children can sit any way they want for large-group activities.

- K runs in a small circles during music + more.

- CN sits on MS KIS and during large group

- B dances to the music

- K makes a screen sound through out the morning

II. SCHEDULES AND ROUTINES

II-G. (continued)

Level 1 Indicators

Level 3 Indicators

Level 5 Indicators

Supporting Evidence/Anecdotes

Row 3

Children do not use the materials provided in their own manner.

Examples:

- Caregivers have children make a product, such as a rabbit or flower.
- Children move their bodies to music as the caregiver instructs them to or listen to directions on the CD.

Sometimes children use the materials provided in their own manner.

Example:

- At small-group time children may use the Duplos any way they want, but during large-group activities, the children have to sing the songs the way the teacher leads them.

All children use the materials provided in their own manner.

Examples:

- While using water and paintbrushes, Natalia bangs her brush on the table.
- While using shakers to music, Linus waves the shaker in the air and imitates how other children are moving their shakers.
- Ben moves his body vigorously to the fast music.

- During and music children dance & use instruments

- During small group color with crayons, Enzo removes paper on crayon to color easier

- During choice time K plays in house area w/ blocks

Row 4

Children's actions and interests do not determine the length of group time.

Example:

- Caregivers insist that children stay with an activity until all children are done.

Children's actions and interests sometimes determine the length of group time.

Example:

- Children can leave the table when they are finished with small-group activities, but all children have to stay and sing for large-group activities.

Children's actions and interests determine the length of group time. Children explore and play with materials for varying amounts of time.

Examples:

- Toddlers come and go freely from one small group to the other.
- Children have choices when they do not want to participate in the large-group activity.
- Caregivers stop group times when children begin to lose interest.

- During choice time children moved from blocks to house area & back again.

- When children seemed to lose interest in music teachers ended large group

- E finished coloring & got a book

II. SCHEDULES AND ROUTINES

II-H. Outside times provide nature-based sensory-motor learning opportunities.

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.

[Notes: (a) If outside time is scheduled but not observed, score at level 1. (b) Where extreme weather conditions or safety considerations prevent the regular use of the outdoor play space, a large and open indoor space, such as a gross-motor room, may be used as a substitute. (c) If the observation occurs on a day that is atypical due to unusual weather or other special conditions, check "not observed or reported."]

Level 1 Indicators

Row 1 There is no daily outside time.

Level 3 Indicators

Sometimes outside time is a part of the day for some children

- Example:**
- Nonmobile infants are not taken outside, but mobile infants and toddlers go outside when there is enough time before lunch.

Level 5 Indicators

Outside time is a part of each day for all children.

- Examples:**
- Caregivers take infants outside every day. During cold weather, infants are bundled up and taken for a stroll outside, and mobile infants and toddlers go out for brief amounts of time.
 - On a hot day, caregivers may take nonmobile infants out and place them on a blanket in the shade while mobile infants and toddlers play in the shade or go in the sprinkler.

Supporting Evidence/Anecdotes

Note: If level 1 is checked, score a 1 and leave the remaining rows blank.

- children went out to the playground briefly, it was cold + windy

Row 2 Children do not have choices during outside time.

Children have some choices during outside time.

- Examples:**
- For infants and nonmobile children, riding in a stroller is the only outdoor activity.
 - Toddlers only go on walks or play teacher-led games.

Children have many choices during outside time.

- Examples:**
- Sometimes infants are placed on a blanket in the shade.
 - Toddlers can ride tricycles, climb on a climber, and play with balls.

- Examples:**
- Children may roll, creep, crawl, cruise, toddle, walk, climb, run, pedal, dig, paint, pretend, build, splash, converse, ride, swing, slide, push, pull, get under or into, pretend.

- children ran across playground

- ms & kicked a ball with a child

- children played in small house

- children played in leaf pile

II. SCHEDULES AND ROUTINES

II-H. (continued)

Level 1 Indicators

Row 3 When outdoors, caregivers do not encourage children to explore materials with all their senses.

Examples:

- Grass is the only material available to explore.
- Caregivers do not bring out portable materials.

Level 3 Indicators

When outdoors, caregivers encourage children to explore some materials with all their senses.

Examples:

- Nonmobile infants do not use sand and water, but are given toys to explore outside while lying on a blanket.
- Sometimes caregivers have toddlers play on the tricycles only, or direct them to stay on the blacktop, such as after it rains.

Level 5 Indicators

When outdoors, caregivers encourage children to explore natural and play materials with all their senses.

Examples:

- Children pick up, smell, carry, and drop sticks, large stones, leaves, and dandelions.
- They can play in sand and/or water, crawl on grass.
- Caregivers bring out materials for children to use and/or lie on, such as blankets, mats, balls, bats, shovels, buckets, bubbles, blocks, and bikes.
- Children can go anywhere on the playground and use any of the materials available.

Supporting Evidence/Anecdotes

- MS K said "you're playing in the leaves" & they joined children

- Balls were available outside

- children can move freely on playground, but are not allowed to use slide and monkey bars

- NO materials brought out

- Teachers moved with children & interacted w/ them

- MS K kicked a ball to Amir

- MS K played in the leaves

- MS J ran w/ the children

Row 4 When outdoors, children do not interact or play with caregivers.

Example:

- Caregivers supervise children for safety but do not get involved in their play.

When outdoors, children sometimes interact and play with caregivers.

Example:

- Caregivers supervise children for safety and sometimes get involved in their play, such as pushing them on the swings.

When outdoors, children interact and play with caregivers.

Examples:

- Caregivers supervise children for safety and get involved in their play.
- Caregiver plays chase with toddlers Sammy and Nevaeh.
- Caregiver sits on the ground with Emma, a mobile infant, and rolls a ball back and forth to her.
- A small group of toddlers push their feet through the sand with their caregiver.

II. SCHEDULES AND ROUTINES

II-H. (continued)

| Row 5 | Level 1 Indicators | Level 3 Indicators | Level 5 Indicators | Supporting Evidence/Anecdotes |
|-------|--|--|--|---|
| | <p>In infant and mixed-age rooms</p> <p><input type="checkbox"/> Nonmobile and mobile infants spend all their outside time in playpens, carriages, strollers, swings, or wagons.</p> <p>Example:</p> <p>- Every day Mariah walks the infants she cares for around the setting in a stroller.</p> | <p>In infant and mixed-age rooms</p> <p><input type="checkbox"/> Nonmobile and mobile infants spend some of their outside time in playpens, carriages, strollers, swings, or wagons.</p> <p>Example:</p> <p>- Every other day, caregivers take the children for a walk in the stroller(s).</p> | <p>In infant and mixed-age rooms</p> <p><input type="checkbox"/> Nonmobile and mobile infants spend little or none of their outside time in playpens, carriages, strollers, swings, or wagons.</p> <p>Examples:</p> <p>- Strollers are used only in special situations, such as when taking nonmobile infants for a walk, transporting children in and out of the setting, or going out in very cold weather.</p> <p>- When outdoors, infants are placed on blankets in the shade to explore and move their bodies; mobile infants can crawl, scoot, and roll around the playground.</p> | <p><input checked="" type="checkbox"/> Mark "N/A" if it is a toddler-only room.</p> |