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."

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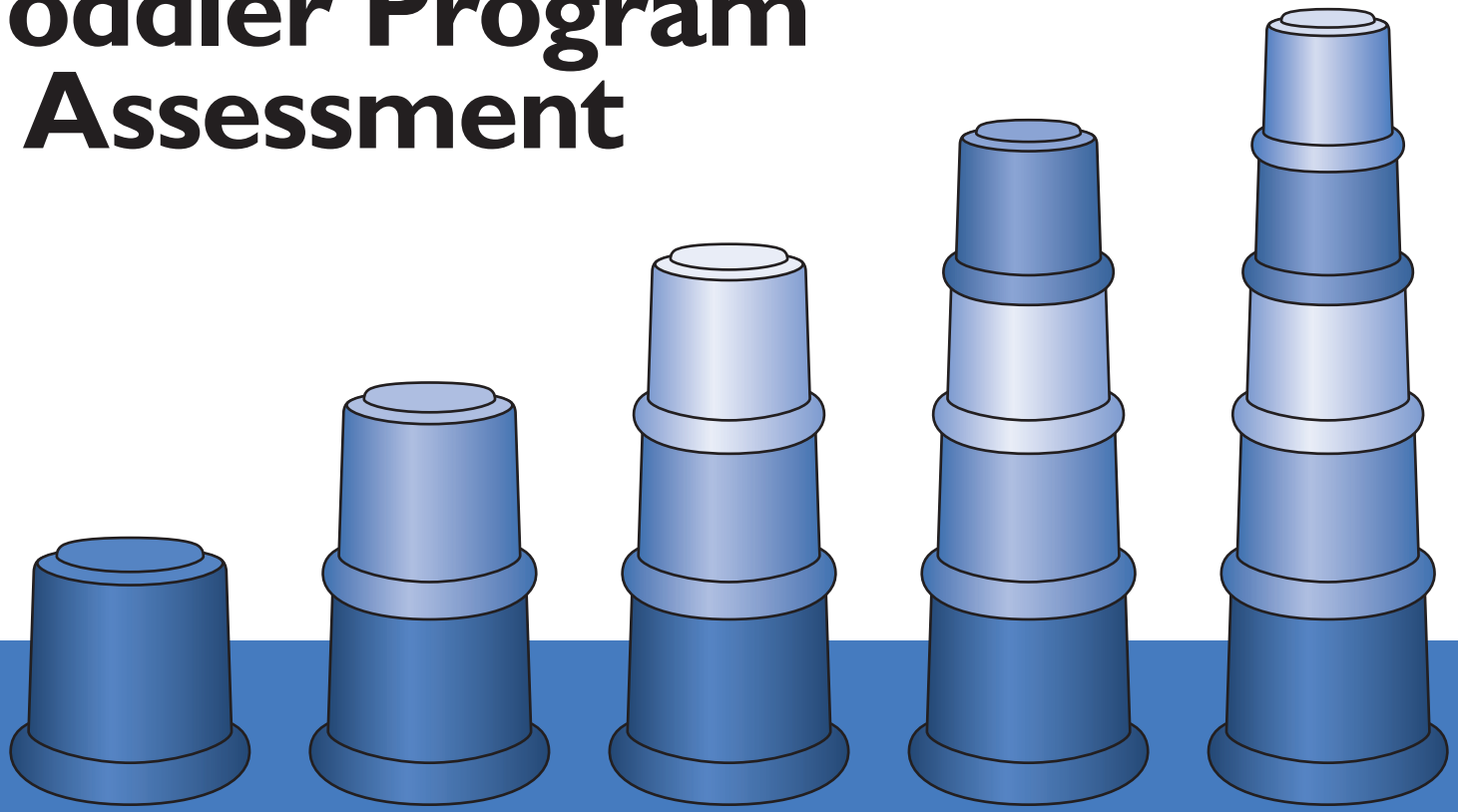
PQA

Infant-Toddler Program Quality Assessment



Form A — Observation Items

Your Name

Avis Green week 3

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I. LEARNING ENVIRONMENT

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.

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

	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
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.	☒ 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.	☐ 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.	The following items are located in the Art area: feathers, construction paper, tissue paper, pom poms, glue, glue sticks, paint, play dough, yarn, paint brushes The following items are located in the block area: cardboard blocks The majority of the items in this classroom are made of plastic.
Row 2	☐ Materials for exploration and play are not safe. **Examples:** – Materials are torn, broken, or dirty. – Caregivers do not check to see if materials are torn, broken, or dirty. – Infants can reach small materials they can swallow.	☐ Materials for exploration and play are safe. **Examples:** – Some materials are checked for being torn, broken, or dirty, such as the toy area materials. – Some dirty materials are cleaned regularly, such as weekly. – Infant materials are disinfected weekly.	☒ Materials for exploration and play are safe and checked regularly. **Examples:** – Caregivers check for small or broken materials several times a week. – Broken or torn materials are discarded, and dirty materials are disinfected immediately and/or daily. – In mixed-age groups, infants and older infants are supervised around toddler materials.	*CQ:* What are your procedures for checking and sanitizing materials? Sanitation is done daily using a Zono machine. Bleach water is prepared by the teachers. This is used to sanitize the tables. Wet wipes are available above the changing table. Used every time a child is changed. Washing machine, blankets, sheets washed daily and all items made of cloth if the children played with them on that day. Daily teachers check the materials to ensure that all items are in good condition. Torn or broken items are removed from the classroom and given to

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	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
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.	☒ 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.	☐ 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. – Nonsleeping 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.	*CQ:* How often do you rotate materials and how do you determine what to rotate? Toys are rotate on the developmental level of each child to ensure that the children do not become bored. One teacher reported: The teacher in the infant room now have 2 walking toddlers that had become bored with the current toys. She told her supervisor and a small kitchen set was purchased along with pots, pans, dishes, silverware and food. The teachers said the two students visit this area everyday and will sit on the floor to cook. Observed: One little girl walked over to a non walker that was sitting in a bouncy chair and attempted to feed the baby holding a spoon and pot in her hand. All toys are at the children's eye level and available through out the school day. Children that crawl are able to decide what toy they want to play with and remove the toy from the shelf. 2 styles of trikes are located in the hallway 1 type with peddles 2nd type no peddles, children move the bike by using their feet Teacher reported: No items are taken outside on the playground.

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	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.	*CQ:* What procedures do you have for allowing children access to their comfort items such as pacifiers and blankets? Children comfort items are located in clear storage boxs with lids. The boxes has each child name. The boxes are at the teachers eye level, not the children. When a child wants their pacifier the teacher will get it from their box.
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.	Blankets available at nap time Baby blanket in the house area 4 soft baby doll 2 large area rugs 4 soft baby dolls 4 large rocking chair play dough, pom poms, feathers, glue, paints, tissue paper, yarn sensory texture balls Privacy cube with cushion mat Soft and play building blocks Touch and feel discovery books Puppets Foam tot tunnel climber Color block activity mat with cubes Teacher rocking chair with padding Feel bumpy balls

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	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 6	☐ Books are not accessible to children. **Examples:** – Setting does not have books. – Caregivers do not read to children.	☒ 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.	☐ 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.	The following books are available: Touch and Feel books Animal books 2 Cloth books 1 soft activity book Differnt baby ethnicity books The majority a board books. The book shelf is low and is easy access for the children. Books are available through out the day
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.	No musical instruments were available for the children.
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 sung to the children through out the day. Music was never played during the observation.

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	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 9	**In mixed-age and toddler rooms** ☐ Materials for exploration and play do not reflect home and community cultures or 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.	**In mixed-age and toddler rooms** ☒ Some materials for exploration and play reflect home and community cultures and differing abilities of the children in the program. **Examples:** – 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.	**In mixed-age and toddler rooms** ☐ Materials for exploration and play reflect home and community cultures and differing abilities of the children in the program. **Examples:** – 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.	☐ Mark "N/A" if it is an infant-only room. All the children in the classroom are African American with differnt skin complextion 2 dark skin African American dolls 2 light skin African American dolls 1 Hispanic doll 1 Causasion doll There are 4 disablity dolls Community People: 1 Hispanic female doctor * 1 Caucasian male police officer * 1 Caucasian male baker * 1African American female fire fighter * 1 African American male mail carrier * Books depiting different ethnicity babies Plastic food that may be seen in the homes of the children No CD player or CD's No dress up clothes
Row 10	**In mixed-age and toddler rooms** ☐ Materials for exploration and play perpetuate stereotypes. **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.	**In mixed-age and toddler rooms** ☐ Some materials for exploration and play reinforce stereotypes, and/or only some materials depict nonstereotyped role models. **Examples:** – 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.	**In mixed-age and toddler rooms** ☒ All materials for exploration and play depict a wide range of nonstereotyped role models and cultures. **Examples:** – 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.	☐ Mark "N/A" if it is an infant-only room. Cubby handheld dolls see above post row 9 with * mark Teachers allow all students to chose the area they would like to work in during choice time.

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	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
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.	**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.	**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.	☐ Mark "N/A" if it is an infant-only room. House Area kitchen set, pots,pans,dishes,silveware,dolls,baby crib Puppets Block Area Card board build blocks, Soft building blocks Trucks Farm Animals Wild Life Animals Art Area Construction, Tissue paper Crayons, Markers Play Dough Glue, glue sticks Paint, Ink pads, Paint brushes and stampers Various ball types Trikes with and without peddles Sand and water tablle is not being used

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	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. The following labels are used: Actual item Traced item Picture of the item The clear container is labeled along with the label on the shelf Children helped clean up but the teachers made sure that all items were in the correct container and on the correct space on the shelf and area in the classroom.

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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. **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.	☐ There are photographs of all children and their family members for children to see, touch, hold, and carry. **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.	No family photos
Row 2	☐ Displays consist of adult-made or commercially produced materials that are not related to children's interests. **Examples:** – Calendar on bulletin board. – Posters of toothbrushing, fire safety, behavior or discipline, alphabet people.	☐ Half of the adult-made displays stem from children's interests and experiences. **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.	☒ Almost all of the adult-made displays stem from children's interests and experiences. **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.	Children art work at their eye level. Finger painting Drawings with crayons Mandated posting bulletin board Happy Birthday bulletin board Parent board

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I. LEARNING ENVIRONMENT

I-E. *(continued)*

	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
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.	☐ 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.	☒ 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.	See above posting IE row 2
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 scribblings, clay sculptures, finger paintings, and glue creations are original. – Children's creations are left as they are by caregivers.	See above post IE row 2

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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	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 1	☐ *Daily events* and *caregiving routines* are not organized; they occur randomly throughout the day or from one day to the next.	☐ 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.	☒ 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."	Daily routine consist of: Greeting and Dismissal Listed twice - Outside times Breakfast Bodily Care - through out the day Group time Choice time Toothbrushing Nap time - or on demand Lunch time Snack time

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II. SCHEDULES AND ROUTINES

II-A. *(continued)*

	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 2	☐ There is no posted schedule.	☐ 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.	☒ 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.	*Note:* In an infant-only room, check level 5 if the schedule is posted for parents. (A pictorial routine is not necessary for infants.) Posted schdule is on the parent board. Currently parents are not allowed in the building. Teachers still must have the schedule posted. Parents received an electronic copy or given at pick-up or drop off. Children schedule is located in the book area at their eye level.
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:** – "Omaria, 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.	Teachers do a lot of singing. They announce what time it is and begin to sing ie "It's clean-up time, everybody clean-up" They then began to sing. Toothbrushing time they announce and then begin to sing 5 minute count down warnings. When teachers announce that there is going to be a change they also announce what is going t happen next.

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	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 4	☐ The daily schedule is the same for all children. **Examples:** – Children are kept awake when they are falling asleep before naptime. – All children make transitions at the same time.	☐ The daily schedule sometimes flexes to accommodate children's individual needs. **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.	☒ The daily schedule flexes throughout the day to accommodate each child's individual needs, rhythms, and temperament. **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.	Teachers anounced when they were doing a bathroom run. Children decided if they wanted to go. When walking down the hall children moved at their own pace. Clean-up time children decided what area they would clean-up. **Teachers worked close to children that wondered around the classroom. They asked differnt questions about where items should be placed to pull children into the clean process. Toothbrushing was combined with handwashing and bathroom time. Greeting time was combined with handwashing(portable sink in classroom) and choice time. Handwashing combined with meal times and Choice time.

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	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 5	☐ Children do not initiate or freely explore actions, materials, and/or other people. **Examples:** – 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.	☐ During some parts of the day (e.g., choice time, outside time) children initiate and freely explore actions, materials, and/or other people. **Examples:** – 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.	☒ Throughout the day children initiate and freely explore actions, materials, and other people. **Examples:** – 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.	All areas of the classroom were open from Greeting time and through out the day. When children arrived to school most washed their hands some sat at the table which indicated they where ready to eat. They were greeted by the teaher who told them breakfast would be arriving soon. Others visited areas in the classrom Baothroom time / toothbrushing children decided if they want to brush their teeth first or use the bathroom.

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II. SCHEDULES AND ROUTINES

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.

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

	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
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.	☐ 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).	☒ 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.	*Note:* If level 1 is checked, score a 1 and leave the remaining rows blank. See II A row 1
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.	All areas of the classroom are open. Children decide who they would play with, were they would play and how they moved through out the day. **During group time when the teachers were singing and clapping their hands some children danced, some sung and danced one child decided to sit. She laughed and clapped her hands. During gross motor (outside time) the children decided what trike they would ride on. Some trikes had peddles and some did not. This was conducted in the hallway of the center. It was too cold to go outside. There are 4 big trucks in the block area one child walked over to the shelf and selected the truck he wanted to play with.

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	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 3	**In rooms with older toddlers** ☐ Older toddlers do not converse with caregivers about their choices (plan) or talk about what they did (recall) at any time during the day.	**In rooms with older toddlers** ☒ Older toddlers sometimes converse with caregivers about their choices (plan) and/or talk about what they did (recall) at some time during the day. **Examples:** – 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."	**In rooms with older toddlers** ☐ Older toddlers converse with caregivers about their choices (plan) and talk about what they did (recall) during the day. **Examples:** – 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.	☐ Mark "N/A" if all children are younger than 24 months. *CQ:* How do you plan and recall with your older toddlers? Choice time toddlers decided what area they wanted to play in. There was no recall time.

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II. SCHEDULES AND ROUTINES

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.

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

	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
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.	☐ 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.	☒ 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.	See IIC row 2 IIA row 5
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.	Teachers gave a 5 minute warning with a count down before an event came to an end. Teachers then would begin to sing to let children know the new event had started ie. Clean up time they sung the clean up song. " Everybody clean up, clean up, clean up Everybody clean up it's clean up time" Teacher announced when doing a bathroom run.

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	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.	Greeting time is overlapped with handwashing, breakfast time and group time Naptime is over lapped with bathroom time and reading the book of their choice Group time is overlapped with breakfast, snack time and bathroom time
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. See: II A row 4 post wih * mark

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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	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
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.	☐ 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.	☐ 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.	☒ 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."	Children either used a spoon available for them or ate using their fingers.

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	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? Teacher sat with the children and talked about the food. Teacher introduced all the food. She used hand over hand to allow children to fix their plates. One child said no to the sweet peas.
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.	Children eat at their own pace. Teachers indicated that they take turns on finishing up so one of them would be in the book area as the children finished eating. Once the children are finished eating the teacher remaining at the table assisted some children with throwing their paper items in the garbage. Children then went to wash their hands and join the other teacher in the book area.
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 talked about the food, asked what it tasted like, or was it good. She then moved on to talk about what she observed each child doing at choice time. One teacher had taken pictures on a tablet and held up the tablet for the children to see as they finished their meal.

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	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 7	☐ All children are fed/eat on schedule whether or not they are hungry.	☐ 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.	☒ 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.	*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? Teachers showed me that they had gold fish for children that may get hungry before meal time.
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. Children participated in clean up but did not participate in set up time. Set-up time was done completely by the teacher.

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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 ○

○ **Check here if not observed or reported.**

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. **Examples:** – Children are confined in seats. – Free play continues all day in between caregiving routines.	☐ For mobile infants and toddlers, sometimes group times are a regular part of the day. **Examples:** – Group times do not occur every day. – Only whole-group times are scheduled.	☐ For mobile infants and toddlers, group times (small and large groups) are a regular part of the day. **Examples:** – Children paint shells for small-group time. – Before lunch all the children gather together and sing songs. – During choice time, a small group of children play with balls and buckets. – Children wave scarves to music during whole-group times.	☐ Mark "N/A" if there are only infants aged 0–6 months in room, and leave all remaining rows blank. *Note:* If level 1 is checked, score a 1 and leave the remaining rows blank. Lesson plans indicated that there is group time conducted daily See: II C row 2 with the * mark
Row 2	☐ Children make no choices during group time. **Examples:** – Caregivers make choices for children on how to use materials. – Children sing songs as instructed by caregivers.	☐ Children make some choices during group time. **Examples:** – 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 "mommies" verse first, but the caregiver tells her to "sing it the way the verses go."	☒ Children make many choices during group time: • 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.	See: II C row 2 with the asterisk * mark

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	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.	Children used the materials in they way they wanted. Teachers acknowledged what the children were doing. ie they commented on how the children were moving their bodies.
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.	One child decide to sit and watched as the children danced and sung along with their teachers. She did clap her hands and smiled.

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II. SCHEDULES AND ROUTINES

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

1○ 2○ 3○ 4○ 5○

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

○ 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	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 1	☐ There is no daily outside time.	☐ 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.	☒ 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.	*Note:* If level 1 is checked, score a 1 and leave the remaining rows blank. Outdoor time was not observed due to it being to cold. On the daily schedule outside time is listed twice 35 minutes for each post Children were taken to the hallway. They decided what trike they would ride on. There were 2 types some with peddles and some without
Row 2	☐ Children do not have 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 some 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.	☐ Children have many choices during outside time. **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.	Trikes available in the hallway. No portable equipment taken outside with the weather permitted. Children only have stationary equipment available on the playground.

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	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
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.	☐ 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.	☐ 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.	half of the playground is covered with grass. The other half padded surface. No portable materials taken outside.
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 Emani, 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.	When the children were in the hallway the teachers mainly policed the area. They did not join in on the play

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	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 5	**In infant and mixed-age rooms** ☐ Nonmobile and mobile infants spend all their outside time in playpens, carriages, strollers, swings, or wagons. **Example:** – Every day Mariah walks the infants she cares for around the setting in a stroller.	**In infant and mixed-age rooms** ☐ Nonmobile and mobile infants spend some of their outside time in playpens, carriages, strollers, swings, or wagons. **Example:** – Every other day, caregivers take the children for a walk in the stroller(s).	**In infant and mixed-age rooms** ☐ Nonmobile and mobile infants spend little or none of their outside time in playpens, carriages, strollers, swings, or wagons. **Examples:** – 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. – 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.	☒ Mark "N/A" if it is a toddler-only room.

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