



*Association for
Early Learning Leaders*

***National Accreditation Commission
for Early Care and Education Programs***

Accreditation Manual

Classroom Observation

2009

www.earlylearningleaders.org



Instructions for Using *Classroom Observation*

Overview

All standards in the *Classroom Observation* are considered to be appropriate for all age groups. Indicators, however, are grouped by ages. All age groups will be observed for the "All Ages" indicators. Additionally, each group will be observed for the indicators that correspond to that age range.

It is not acceptable to mark a standard or indicator "N/A" unless that choice is listed, or unless an age is specified in the "Infants/Toddlers/Twos" category that is different from the group being observed (e.g., a teacher of toddlers would write "N/A" beside an indicator that specified infants). If you are unclear on how to implement a standard or indicator in a particular age group, contact the Association office for clarification.

Duplicate as many copies of the *Classroom Observation* as needed. At a minimum, one copy will be needed for self-evaluation by the teachers of each classroom, a second copy for each classroom will be used by the director when making observations, and a third copy will be necessary for recording final ratings for the validator. (See instructions for completion of the final ratings on next page.) Retain the original copies of the *Classroom Observation* for future use if needed.

Prior to beginning observations, review standards and indicators in the *Classroom Observation* (Standards D1 – F8) with all staff members.

- Use the *Glossary of Terms* (behind Appendices tab) to clarify terms used in standards/indicators (glossary terms listed below the "For Validator's Use Only" box following each standard).
- Encourage staff to give examples of how a standard is met in their classroom.
- Brainstorm additional ways to more fully meet the standard.
- Acknowledge implementation of standards during routine supervision.

Observations of Classrooms/Teachers

The classroom teacher(s) makes a self-report on compliance with standards and indicators in a copy of the *Classroom Observation*.

- The teacher checks each indicator that is judged to be met and rates the standard as "Meets Standard" or "Needs Improvement". If any indicator cannot be checked, that standard is to be marked as "Needs Improvement".

Next, the director makes observations in each classroom and makes ratings on the teacher's compliance with standards in a separate copy of the *Classroom Observation*.

- The director checks each indicator under a standard that he/she judges to be met and rates the teacher on each standard as "Meets Standard" or "Needs Improvement".

After making independent ratings, the teacher and director meet to compare ratings, identifying strengths and areas for improvement.

- Discrepancies are discussed and a plan is developed for improvement of standards where there is not strong evidence of compliance.
 - The plan might include training, modeling by the director and/or mentor, observation of another teacher who demonstrates strength in the area, topic discussion at staff meeting, etc. The plan always includes monitoring by the director to assure that sufficient improvement occurs in the classroom *before* a request is made for an onsite validation visit.

The director makes additional observations and continues to train and supervise teachers until there is strong evidence of compliance with each Commission standard and each indicator applicable to the age group.

Completing the *Classroom Observation*

After improvements are made, the director meets with individual classroom teachers to agree upon final ratings. The final ratings are made in unused copies of the *Classroom Observation* (one for each group) in advance of the onsite visit. The validator will use these final copies during the onsite visit.

- Duplicate as many copies of the *Classroom Observation* as there are groups of children.
 - If staff used the Spanish version during the self-study process, the final ratings must be made on the **English** version.
- Print the final copies on one side of the page only. **Double-sided copies will not be accepted.**
- Use white, 8½" x 11" copy paper.
- Place a check mark (✓) beside each indicator that is met.
- Place a check mark (✓) beside the rating of "Meets Standard" or "Needs Improvement" for each standard. (If any indicator cannot be checked, the standard must be marked "Needs Improvement".)
- Use only black or blue ink.
- There is to be no other writing on these copies—not in the margins and not in the "For Validator's Use Only" box below each standard.

REMEMBER:

- Each eligible classroom must be observed and rated on standards and indicators in the *Classroom Observation*, including the following:
 - Each school age group provided as an extension of a preschool program is to be observed and rated on the *Classroom Observation*. If the validation visit occurs during summer months when a school age summer program is in session, a *Classroom Observation* must be completed for each group in the school age program.
 - If an extended-day program is provided, such as early morning and evening care, a *Classroom Observation* must be completed for each extended-day group.
- A kindergarten class or stand-alone school age program is not to be included as The National Accreditation Commission does not accredit these groups.
- A final *Classroom Observation* is to be prepared for each additional classroom that may be formed after the onsite visit has been requested but prior to the validation visit (such as may be the case for a school-age summer program).
- All adults in the classroom, including the assistant teachers/teacher aides, are expected to meet all standards in the *Classroom Observation*.
- Newly hired teachers should be oriented to Commission Standards and follow the entire self-study observation process: complete the self-evaluation and be observed by the director. New lead teachers record final ratings on a copy of the *Classroom Observation* for validator's use.
- All copies of the *Classroom Observation* completed by teachers and director during the self-study process remain at the center and available to the validator on the day of the visit.



Classroom Observation

D. Curriculum

D1. Written lesson plans reflect planning that promotes children’s overall development.

All Ages

- Lesson plans include activities that promote cognitive, language, motor, social, and emotional development. [D]
- Activities are appropriate to the developmental stages of the children in the group. [O, D]
- Teachers are flexible and adapt the lesson plan to meet the changing interests and needs of the group. [SS, O]
- Lesson plans have written goals that include information and/or concepts to be shared with the children. [D]
- Lesson plans have some form of written evaluation. [D, I]
- Lesson plans are posted for parents’ viewing. [D, PS]

MEETS STANDARD

NEEDS IMPROVEMENT

FOR VALIDATOR’S USE ONLY	
VALIDATION METHOD: Document Review, Observation, Interview, Staff Survey _____, Parent Survey _____ <div style="display: flex; justify-content: space-around; font-size: small;"> Yes No DK Yes No DK </div>	
Validator Comments _____ _____ _____ _____ _____ _____ _____	
Director Response _____ _____ _____ _____ _____	

Glossary Terms: Goals (children), Lesson plan, Lesson plan evaluation

D2. Written observations are made on each child’s actions, abilities, and knowledge as the child engages in the classroom and in routine outdoor settings.

All Ages

- Multiple observations are made of each child over time. [D]
- Documentation includes observations on cognitive, language, motor, social, and emotional development. [D]
- Observation results are used to plan activities that will further growth and learning. [SS]

MEETS STANDARD

NEEDS IMPROVEMENT

FOR VALIDATOR’S USE ONLY	
VALIDATION METHOD: Document Review, Staff Survey	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK
Validator Comments _____ _____ _____ _____ _____ _____ _____ _____	
Director Response _____ _____ _____ _____ _____	

Glossary Terms: Observation, Observation documentation

D3. Written assessment is made of each child’s growth and development.

All Ages

- Assessments are based on developmental norms and expectations appropriate for the child’s age. [D]
- Assessments incorporate information obtained from multiple sources including observation documentation, photographs, and samples of work, as well as parental input. [SS]
- Assessments are used to identify effectiveness in meeting goals and as a guide for future planning. [SS]

Infants, Toddlers, Twos

- Assessments include cognitive, language, motor, social, and emotional development. [D]
- Teachers complete assessments 2 or more times per year. [D]

Preschool

- Assessments include cognitive, language, motor, social, and emotional development. [D]
- Teachers complete assessments 2 or more times per year. [D]

School Age

- Assessments include general skills and abilities of school age children. (Ex. social skills, work habits, physical abilities) [D]
- Teachers complete assessments a minimum of once per year. [D]

MEETS STANDARD

NEEDS IMPROVEMENT

FOR VALIDATOR’S USE ONLY							
VALIDATION METHOD: Document Review, Staff Survey <table style="display: inline-table; border: none; margin-left: 10px;"> <tr> <td style="border: none; text-align: center; width: 50px;">_____</td> <td style="border: none; text-align: center; width: 50px;">_____</td> <td style="border: none; text-align: center; width: 50px;">_____</td> </tr> <tr> <td style="border: none; text-align: center; font-size: small;">Yes</td> <td style="border: none; text-align: center; font-size: small;">No</td> <td style="border: none; text-align: center; font-size: small;">DK</td> </tr> </table>	_____	_____	_____	Yes	No	DK	
_____	_____	_____					
Yes	No	DK					
Validator Comments _____ _____ _____ _____ _____ _____ _____							
Director Response _____ _____ _____ _____ _____							

Glossary Terms: Assessment, Developmental norms and expectations, Observation documentation

D4. Accommodations to address the needs of individual children are made in collaboration with families, administrators, and outside specialists.

All Ages

- Reasonable modifications are made for children with temporary needs or persistent challenging behaviors. (Ex. adjustment to activities, materials, schedule, routines, staffing, interactions, ratio/group size, classroom arrangement) [PS, SS, O, I]
- Reasonable modifications are made for children with identified developmental delays or special needs. (Ex. recommendations based on IFSP, IEP or medical plan, which may include modification to the classroom or facility.) [PS, SS, O, I]

MEETS STANDARD

NEEDS IMPROVEMENT

FOR VALIDATOR'S USE ONLY
VALIDATION METHOD: Observation, Interview, Staff Survey _____, Parent Survey _____ <div style="display: flex; justify-content: space-around; font-size: small;"> Yes No DK Yes No DK NA </div>
Validator Comments _____ _____ _____ _____
Director Response _____ _____ _____

Glossary Terms: Accommodations, Modifications, Temporary needs

D5. Unplanned teaching opportunities are recognized and used by teachers to extend children's learning.

Infants, Toddlers, Twos

- The unexpected occurrence, discovery or interest is followed with related conversation, materials, and/or reading of a book about the experience. [SS, O]

Preschool

- The teacher encourages in-depth exploration of a child's interest, discovery or unexpected event. (Ex. asks questions, reads relevant books, provides related materials and/or activities.) [SS, O]

School Age

- Children's discoveries or current interests are followed with related conversation, an activity, project and/or research on the subject. [SS, O]

MEETS STANDARD

NEEDS IMPROVEMENT

FOR VALIDATOR'S USE ONLY
VALIDATION METHOD: Observation, Staff Survey _____ <div style="display: flex; justify-content: space-around; font-size: small;"> Yes No DK </div>
Validator Comments _____ _____ _____ _____
Director Response _____ _____ _____

D6. The daily schedule provides a predictable routine that is responsive to the children.

All Ages

- Schedule includes time for both indoor and outdoor activities. [D, O]
- Schedule includes a balance of active and quiet times scheduled alternately. [D, O]
- Written schedule is posted for viewing by parents and guests. [D, O]

Infants, Toddlers, Twos

- Scheduling occurs around each infant's individual rhythms and routines. [O, D]
- Schedule for toddlers and twos is flexible to accommodate their changing needs. [SS, O]
- The schedule includes time throughout the day for continuous child-initiated play. [D, O]
- If group and/or teacher-guided activities are used, children are not required to participate. [O, D]

Preschool

- Time allocated for each component is flexible so that children are not frustrated or bored. [SS, O]
- The schedule includes extended periods of time in the morning and in the afternoon for continuous child-initiated play. [D, O]
- If group and/or teacher-guided activities are used, they are limited and adjusted according to children's developmental abilities and interests. [O, D]

School Age

- Schedule is flexible to accommodate children's needs. [SS, O]
- If group and/or teacher guided activities are used, they are limited and adjusted according to children's interests. [O, D]

MEETS STANDARD

NEEDS IMPROVEMENT

FOR VALIDATOR'S USE ONLY
VALIDATION METHOD: Document Review, Observation, Staff Survey _____ <div style="text-align: center; font-size: small;"> Yes No DK </div>
Validator Comments _____ _____ _____ _____ _____ _____ _____
Director Response _____ _____ _____ _____ _____

Glossary Terms: Child-initiated, Teacher-guided

D7. Transitions are planned and smoothly implemented.

All Ages

- Children are not always moved as a group. [O, D]
- Children do not spend unnecessary time waiting. (Ex. activities are prepared ahead of time; children wash hands or use the toilet individually as needed; transitions are brief; when there is no option and children must wait, they are actively engaged in singing, finger plays, reading, playing games) [O]
- The number of transitions is limited. [D, O]

Infants, Toddlers, Twos

- Teachers give advance notice to infants by stating what is about to happen before physically moving a child. [O]
- Teachers give toddlers and twos advance notice through respectful reminders and/or prompts. [O]

Preschool

- Teachers give advance notice through respectful reminders and/or prompts. [O]

School Age

- Teachers give advance notice through respectful reminders and/or prompts. [O]

MEETS STANDARD

NEEDS IMPROVEMENT

FOR VALIDATOR'S USE ONLY
VALIDATION METHOD: Document Review, Observation
Validator Comments _____ _____ _____ _____ _____ _____ _____
Director Response _____ _____ _____ _____ _____

Glossary Terms: Prompts, Transitions

D8. The arrangement of the classroom encourages children to become engaged and promotes child-centered learning experiences.

All Ages

- Classroom is set up prior to the arrival of the children. [SS]
- Clear pathways allow children to move freely from one area to another. [O]
- Classroom has a balance of furniture and space so children are not crowded. [O]
- Classroom is arranged so active play does not interfere with quiet activities. [O]
- Semi-private areas are available for children choosing to be alone. *(Ex. quiet book nook, small table for one or two children)* [O]
- Soft surfaces are available for comfort and relaxation. *(Ex. soft furnishings, rugs, pillows, toys)* [O]
- Space is designated for each child's personal belongings. *(Ex. storage of clothes, art work)* [O]
- Tables and chairs are appropriate heights for the children in the group. [O]
- Safety mirrors are at children's eye level. [O]

Infants, Toddlers, Twos

- Young infants have space to explore that is protected from mobile infants. [O]
- Infant and toddler classrooms have identifiable areas with similar materials grouped together. *(Ex. books, soft blocks, pretend play, pop boxes, large motor equipment, push toys)* [O]
- Twos classroom is arranged into clearly defined learning centers for children's choice. *(Ex. art, blocks, books, dramatic play, music, sensory, puzzles, manipulatives)* [O]

Preschool

- Classroom is arranged into clearly defined learning centers for children's choice. *(Ex. art, blocks, literacy, dramatic play, music, science/nature, writing, sensory, math/manipulatives)* [O]

School Age

- Classroom is arranged into areas for children's choice and interests. *(Ex. games, library/homework, computers, drama, arts/crafts, construction)* [O]
- A designated space is available for use by this group while they are present. [O]

MEETS STANDARD

NEEDS IMPROVEMENT

FOR VALIDATOR'S USE ONLY
VALIDATION METHOD: Observation, Staff Survey _____ <div style="display: flex; justify-content: space-around; font-size: small;"> Yes No DK NA </div>
Validator Comments _____ _____ _____ _____ _____ _____ _____
Director Response _____ _____ _____ _____ _____

Glossary Term: Safety mirrors

D9. Materials are selected to advance the goals of the lesson plan and build on children's current knowledge and skills.

All Ages

- Teachers change materials to meet the interests and developing abilities of the children. [SS, O]
- A variety of materials allow children to make choices. [O]
- Duplicate or similar items allow multiple children to participate at the same time. [O]
- Materials are stored on low, open shelves for children's self-selection and return. [O]
- Materials in the classroom are sorted with like items together and stored in containers and/or in designated spaces. [O]

MEETS STANDARD

NEEDS IMPROVEMENT

FOR VALIDATOR'S USE ONLY
VALIDATION METHOD: Observation, Staff Survey _____ <div style="text-align: center; margin-left: 100px;"> Yes No DK </div>
Validator Comments _____ _____ _____ _____ _____ _____ _____
Director Response _____ _____ _____ _____ _____

Glossary Term: Goals (children)

D10. Language is promoted through daily opportunities for communicating, listening, and understanding.

All Ages

- Teachers listen, acknowledge, and verbally respond to children. [O, PS]

Infants, Toddlers, Twos

- Teachers converse with children during routine care-giving activities. [O]
- Teachers use facial expressions, gestures, and inflections to enhance children’s understanding. [O]
- Teachers allow time for children to respond to questions and comments. [O]
- Teachers describe actions, activities, and objects to expand children’s vocabulary. [O]

Preschool

- Teachers engage children in meaningful one-on-one conversations. [O]
- Teachers use open-ended questions and statements to stimulate thinking and self-expression. [O]
- Teachers allow time for children to respond to questions and comments. [O]
- Teachers describe objects and events to expand children’s vocabulary. [O]
- Teachers allow children to engage in meaningful discussion with each other. [O]

School Age

- Teachers engage in meaningful conversation with children. [O]
- Teachers use open-ended questions and statements to stimulate thinking and self-expression. [O]
- Teachers provide opportunities for children to engage in meaningful discussion with each other. [O]

MEETS STANDARD

NEEDS IMPROVEMENT

FOR VALIDATOR’S USE ONLY
<p>VALIDATION METHOD: Observation, Parent Survey _____</p> <p style="text-align: center; font-size: small;">Yes No DK</p>
<p>Validator Comments _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Director Response _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

Glossary Term: Open-ended questions and statements

D11. Reading is promoted through daily experiences with books, print, and phonology.

All Ages

- Books are accessible to children for self-selection. [O]
- Books are rotated periodically to maintain children’s interest. [SS]
- Books are kept in good repair. [O]
- Teachers model appreciation of books to help children form good book-care habits. (Ex. books are picked up off the floor, teacher shows a child how to turn pages correctly, teacher redirects mishandling of books) [O]
- Teachers pace the reading of a book to allow children to ask questions, make comments and/or react. [O, SS]
- Print has meaningful uses and is displayed throughout the classroom. (Ex. Children’s names in view; personal belongings labeled, pictures with text; materials labeled; environmental print: menus, newspapers, empty food containers; commercial posters; signs; rebus charts; labels; word walls; charts) [O]

Infants, Toddlers, Twos

- A variety of age appropriate books are provided. (Ex. soft, vinyl, board, wordless books, books with real pictures, nursery rhymes) [O]
- Teachers read to individual children and/or small groups daily. [O, I]
- Teachers use songs, finger plays, and rhymes. [O, I]

Preschool

- A variety of age appropriate books are provided. (Ex. board, books with real pictures, alphabet, number, rhyming, alliteration, hard back books, favorite books, poems, big books) [O]
- Some of the books are related to the lesson plan. [O]
- Oral reading time occurs daily. (Ex. small group, large group, individually) [O, D]
- Books are displayed at child’s eye level with the cover of some books in sight to invite children’s interest. [O]
- Teachers call attention to print concepts while reading aloud. (Ex. left to right, top/bottom, front/back, words/pictures, author/illustrator) [O, I]
- Literacy props are available for children to act out, create or retell stories. (Ex. puppets, flannel board pieces, costumes, pictures) [O, I]
- Teachers promote phonological awareness. (Ex. using rhymes, songs, alliteration, chants, word games, rhythm patterns, finger plays and listening centers) [O, I]

School Age

- A variety of age appropriate books are provided. (Ex. picture books, poems, chapter books, non-fiction books) [O]
- Reading time is scheduled daily. (Ex. individual reading, reading to peers, teachers read aloud, teachers read to small groups or individuals). [D]

MEETS STANDARD

NEEDS IMPROVEMENT

FOR VALIDATOR’S USE ONLY
VALIDATION METHOD: Document Review, Observation, Interview, Staff Survey _____ <div style="text-align: right; margin-right: 50px;"> <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK </div>
Validator Comments _____ _____ _____ _____
Director Response _____ _____ _____

Glossary Terms: Accessible, Phonological awareness, Print concepts

D12. Writing is promoted through daily opportunities to experience a print-rich environment.

Infants, Toddlers, Twos

- Writing tools are available with teacher supervision for children with sufficient motor skills to hold a writing implement.** (Ex. non-toxic crayons, markers, chalk) [O, I]
- Prewriting efforts are encouraged, accepted and displayed at children's eye level.** (Ex. markings, scribbling, drawings) [O]
- Teachers' writing is displayed in meaningful ways in the classroom.** (Ex. names on personal belongings, labels, pictures, teacher made signs and charts) [O]

Preschool

- Materials that promote writing are accessible for children's use.** (Ex. paper, markers, crayons, pencils, envelopes, paper of various sizes, alphabet displays: name cards, letter stencils, word wall) [O]
- Prewriting/writing efforts are encouraged, accepted and displayed at children's eye level.** (Ex. scribbling, drawing, letter like symbols, inventive spelling) [O]
- Opportunities are made for children to dictate their ideas to the teacher.** (Ex. tell about their art work, create stories, make class books, 'thank you' notes) [O, I]
- Writing is used in meaningful ways throughout the classroom.** (Ex. name tags, sign-in sheets, labels that give information about use or contents, teachers' charts, journals) [O]

School Age

- Materials that assist children in composing and editing their writing are accessible.** (Ex. dictionary, thesaurus, grammar rules) [O]
- Writing tools and paper are accessible in a designated area for self-selection.** (Ex. pens, colored pencils, envelopes, forms, stationery) [O]
- Writing is used in meaningful ways in the classroom.** (Ex. stories, sign-in sheets, class rules, journals, charts, posters, poems) [O]

MEETS STANDARD

NEEDS IMPROVEMENT

FOR VALIDATOR'S USE ONLY
VALIDATION METHOD: Observation, Interview
Validator Comments _____ _____ _____ _____ _____ _____ _____
Director Response _____ _____ _____ _____ _____

Glossary Terms: Accessible, Available, Dictate

D13. Math concepts are promoted through daily hands-on experiences with number, pattern, shape, spatial relationships, measurement, classification, and comparison.

Infants, Toddlers, Twos

- Teachers use math vocabulary as it relates to children’s experiences.** (Ex. a little, a lot, more/less, up/down, big/small, over/under, almost, soon, next) [O]
- Materials and activities that build an awareness of beginning math concepts are accessible.** (Ex. toys of various shapes, sizes, patterns and textures; simple puzzles; blocks: soft, cardboard, wood; stacking rings; nesting cups; activity boxes; balls; tunnels; books; boxes; shape sorters; songs; finger plays) [O]

Preschool

- Teachers use math vocabulary during interactions.** (Ex. alike/different, larger/smaller, beside/between, first/last, before/after, tomorrow/yesterday, sooner/later, how many, how long) [O]
- Materials that promote an understanding of basic math concepts are accessible.** (Ex. manipulatives; puzzles; stringing beads; counting cubes; sensory table; measuring cups; pattern blocks; books; cooking sets; items to group, sort, compare, order, measure) [O]
- Teachers use basic math concepts in real situations.** (Ex. graphing the votes of children, counting snacks to match the number of children, time concepts as they relate to routines and seasons, charting growth, cooking activity, rebus charts, songs, finger plays) [O, I]
- Wooden unit blocks are accessible.** [O]

School Age

- Teachers use math vocabulary during interactions.** (Ex. greater than/less than, minutes, inches, degrees, days of the week, months) [O]
- Materials that promote an understanding of math concepts are accessible.** (Ex. items for graphing, sequencing, ordering and measuring; games; puzzles; dice; tangrams; geoboards; construction materials; rulers; calculators; large puzzles) [O]
- Teachers provide opportunities for children to use math concepts in meaningful ways.** (Ex. graphing the votes of children, planning a pizza party, calendar, guessing games, cooking, advertising flyers with prices) [O, I]
- Wooden unit blocks are accessible.** [O]

MEETS STANDARD

NEEDS IMPROVEMENT

FOR VALIDATOR’S USE ONLY
VALIDATION METHOD: Observation, Interview
Validator Comments _____ _____ _____ _____ _____ _____ _____
Director Response _____ _____ _____ _____ _____

Glossary Terms: Accessible, Hands-on experiences, Math concepts

D14. Science learning is promoted through daily opportunities for thinking, reasoning, and experimentation.

Infants, Toddlers, Twos

- Children are encouraged to independently explore materials and the environment. [O]
- Teachers provide materials for children to use their five senses to observe and learn about real objects. (Ex. rattles, fabrics, sensory bottles, natural objects: feathers, sand, water) [O, I]
- Books and posters with real photographs are used as tools for learning. (Ex. machines, animals, people, nature, fruits, vegetables) [O]

Preschool

- Activities promote an understanding of physical properties, living things and the environment. (Ex. cooking, recycling, planting beans, simple investigations, nature collections, work with wood, terrarium, fish/insect/plant life cycles) [O]
- Opportunities for children to experiment using their five senses are available. (Ex. smell jars, sound shakers, color paddles, cooking, sound games, sand, water, sensory table, play dough) [O]
- Simple tools and materials that encourage children to ask questions, make predictions and experiment with possible solutions are accessible. (Ex. tongs, scales, balances, magnifying glasses, eyedroppers, plastic test tubes, magnets, gardening tools, measuring cups) [O]
- Non-fiction books and/or posters that provide information and vocabulary about science concepts of interest are accessible. [O]

School Age

- Activities broaden children's understanding of life, earth, and physical sciences. (Ex. animal life cycles, butterfly/vegetable gardens, recycling, conservation projects, composting, rock collections, simple experiments) [O]
- Tools and materials that stimulate problem solving through inquiry, hypothesis, and investigation are accessible. (Ex. thermometer, tweezers, microscope, pulleys, prisms, rulers, cylinders, compass, rain gauge, tornado tubes, construction kits) [O]
- Non-fiction and reference books that provide information and vocabulary about science concepts of interest are accessible. [O]

MEETS STANDARD

NEEDS IMPROVEMENT

FOR VALIDATOR'S USE ONLY
VALIDATION METHOD: Observation, Interview
Validator Comments _____ _____ _____ _____ _____ _____
Director Response _____ _____ _____ _____

Glossary Terms: Accessible, Hypothesis/prediction, Non-fiction, Science concepts

D15. Social studies is promoted through a shared sense of community and an appreciation for diversity.

All Ages

- Materials and/or activities reflect the lives of the children and families served.** *(Ex. photos of the children and their families; books in languages spoken at home; conversation about families, customs, and traditions; music in home languages; meals and snacks representative of home; skin-tone crayons, paints and paper; family puzzles; books about families)* [O, PS]
- Materials and/or activities promote understanding of diversity found in society.** *(Ex. posters and family sets with people of varying race, ages, gender, and ability; pictures of diverse family structures; books showing men and women engaged in activities at home and work; multiracial boy and girl dolls; community helper puzzles; music of different cultures; clothes items from different cultures and occupations; ethnic play foods; skin-tone crayons, paints and paper; words displayed in different languages; crafts of cultures in the community; discussion of individual differences and shared similarities)* [O]

MEETS STANDARD

NEEDS IMPROVEMENT

FOR VALIDATOR'S USE ONLY	
VALIDATION METHOD: Observation, Parent Survey _____ <div style="text-align: center; font-size: small;"> Yes No DK </div>	
Validator Comments _____ _____ _____ _____ _____ _____ _____	
Director Response _____ _____ _____ _____ _____	

Glossary Terms: Diversity, Social studies

D16. Creativity is promoted through daily opportunities for self-expression, symbolic representation, and development of aesthetic sensibility.

All Ages

- Music has a purpose and is not used as ongoing background noise or for adult entertainment. [O, SS]
- An assortment of music styles is available for children’s enjoyment. (Ex. children songs, jazz, classical, world music) [O, I]
- Children express their own ideas through movement to music. (Ex. dancing, swaying, streamers, parachute, scarves) [O, I]
- Protective clothing is used for messy play. [O, I]

Infants, Toddlers, Twos

- Children have opportunities to play simple instruments. (Ex. rattles, drums, shakers, xylophones) [O, I]
- Simple props are accessible for pretend play. (Ex. dolls, hats, dishes, telephones, scarves) [O]
- Art materials are available with teacher supervision. (Ex. nontoxic finger paint, crayons, play dough, large paper) [O, I]
- Examples of children’s artwork are displayed at the children’s eye level. (Ex. display in infant/toddler rooms: finger paintings placed behind plexi-glass, laminated crayon pictures posted on the backs of shelves) [O]
- Children express their own ideas and feelings through process-oriented art. (Ex. teachers do not make models for children to copy) [O, D]

Preschool

- An assortment of musical instruments is available for children’s self-expression. (Ex. jingle bells, maracas, rhythm sticks, tomtoms, tambourines) [O, I]
- Children have access to a dramatic play area equipped with a variety of props. (Ex. dishes, pretend food, dress up clothes, dolls, menus, cookbook, stethoscope, stuffed animals) [O]
- A variety of open-ended art materials are accessible for self-selection. (Ex. easel paint, yarn, crayons, wood scraps, play dough, variety of paper, glue, markers, watercolors) [O]
- Children’s artwork is displayed at the children’s eye level. [O]
- Children express their own ideas and feelings through process-oriented art. (Ex. teachers do not provide ditto sheets or patterns to color within, teachers do not make models for children to copy) [O, D]

School Age

- Children have access to different types of musical instruments. (Ex. recorders, drums, rhythm instruments, keyboards, tone bells) [O, I]
- Children have access to a variety of creative drama materials. (Ex. props, costumes, stage area, puppets) [O]
- A variety of art media for children to explore is accessible. (Ex. clay, 3-D sculpting materials, collage, pastels, watercolors) [O]
- Children’s artwork is displayed at the children’s eye level. [O]
- Children express their own ideas and feelings through planned and child-initiated activities in arts and crafts. (Ex. murals, jewelry, beading, weaving, paper mache) [O, D]

MEETS STANDARD

NEEDS IMPROVEMENT

FOR VALIDATOR’S USE ONLY
<p>VALIDATION METHOD: Document Review, Observation, Interview, Staff Survey _____</p> <p style="text-align: center; font-size: small;">Yes No DK</p>
<p>Validator Comments _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Director Response _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

Glossary Terms: Accessible, Aesthetic sensibility, Available, Child-initiated, Open-ended art materials, Process-oriented art

D17. Gross motor skills are promoted through daily opportunities for physical activity.

Infants, Toddlers, Twos

- Infants have opportunities throughout the day for floor time to practice coordination, movement and balance.** (Ex. provide toys for infants to reach for, pull up on, kick; space to roll over, crawl, practice walking) [O, SS]
- Positioning of infants is changed in response to their signals.** [O, SS]
- Movement of infants is not restricted by equipment and space for extended periods of time.** [O, SS]
- Toddlers and twos have opportunities for active participation in physical activities that develop motor skills.** (Ex. tunnels, stairs, push cars, balls, slides, small climbing structures; dancing; movement to music; inclement weather activities) [O, D]

Preschool

- Children have opportunities for active participation in physical activities that develop large muscle skills.** (Ex. climbing structures, tricycles, slides, balls, obstacle courses; space for running, skipping, hopping; balance beam; stretching; bean bag toss; parachute; inclement weather activities) [O, D]

School Age

- Children have opportunities to participate in physical activities according to their abilities.** (Ex. non-competitive games, basketball hoops, hula hoops, jump ropes, swings, slides, climbing equipment; dancing, stretching, obstacle courses; inclement weather activities) [O, D]

MEETS STANDARD

NEEDS IMPROVEMENT

FOR VALIDATOR'S USE ONLY
VALIDATION METHOD: Document Review, Observation, Staff Survey _____ <div style="text-align: center; font-size: small;"> Yes No DK NA </div>
Validator Comments _____ _____ _____ _____ _____ _____ _____
Director Response _____ _____ _____ _____ _____

Glossary Term: Motor skills (gross)

D18. Fine motor skills are promoted through daily opportunities to use manipulatives and practice eye-hand coordination.

Infants, Toddlers, Twos

- Teachers provide materials to encourage the development of arm and hand muscle control. *(Ex. rattles, stacking rings, nesting cups, simple puzzles, shape sorters, stringing beads, non-toxic play dough)* [O]

Preschool

- Teachers provide materials and activities for practicing control of arm and hand muscles. *(Ex. pegboards, construction toys, scissors, non-toxic play dough, chalk, doll clothing, puppets)* [O]

School Age

- Teachers provide materials and activities for refining control of arm and hand muscles. *(Ex. making jewelry, building models, hole punchers, clay, pens, board games)* [O]

MEETS STANDARD

NEEDS IMPROVEMENT

FOR VALIDATOR'S USE ONLY
VALIDATION METHOD: Observation
Validator Comments _____ _____ _____ _____ _____
Director Response _____ _____ _____ _____

Glossary Terms: Eye-hand coordination, Manipulatives, Motor skills (fine)

D19. Healthy habits are encouraged to promote good physical health and development.

All Ages

- Good health practices are integrated into routines. *(Ex. discussion, activities, and/or practice: healthy eating, dental health, importance of sleep and rest, good hygiene, safety, first aid, physical activity/fitness; books and posters depicting healthy food choices, proper hand washing, covering mouth when sneezing and coughing)* [O]

MEETS STANDARD

NEEDS IMPROVEMENT

FOR VALIDATOR'S USE ONLY
VALIDATION METHOD: Observation
Validator Comments _____ _____ _____ _____ _____
Director Response _____ _____ _____ _____

D20. Technology use supports learning.

Infants, Toddlers, Twos

- TV/DVD/video and computers are not used. [O, PS]

Preschool

If TV/DVD/video and/or computers are used:

- Other activities are available for children who do not wish to participate. [SS, O]
- Programs/tapes are previewed by adults and determined appropriate for age of children. [SS, O]
- They serve an educational purpose. [O, I]
- TV/DVD/video are not used to fill time at arrival, departure or any other time of day. [O, I]
- A system is in place to assure each interested child has equal access to computers and audio equipment. [O, I]

School Age

If TV/DVD/video and/or computers are used:

- Other activities are available for children who do not wish to participate. [SS, O]
- Programs/tapes are previewed by adults and determined appropriate for age of children. [SS, O]
- Computer use is monitored. *(Ex. amount of time, Internet access, game content).* [O, I]
- A system is in place to assure each interested child has equal access to technology. [O, I]

If TV/DVD/video are used, write in frequency: _____x per month and length of time per use_____.

MEETS STANDARD

NEEDS IMPROVEMENT

TV/DVD/VIDEO NOT USED

FOR VALIDATOR'S USE ONLY																	
VALIDATION METHOD: Observation, Interview, Staff Survey _____, Parent Survey _____	<table style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td style="border-bottom: 1px solid black; width: 12.5%;"></td> <td style="border-bottom: 1px solid black; width: 12.5%;"></td> <td style="border-bottom: 1px solid black; width: 12.5%;"></td> <td style="border-bottom: 1px solid black; width: 12.5%;"></td> <td style="border-bottom: 1px solid black; width: 12.5%;"></td> <td style="border-bottom: 1px solid black; width: 12.5%;"></td> <td style="border-bottom: 1px solid black; width: 12.5%;"></td> <td style="border-bottom: 1px solid black; width: 12.5%;"></td> </tr> <tr> <td>Yes</td> <td>No</td> <td>DK</td> <td>NA</td> <td>Yes</td> <td>No</td> <td>DK</td> <td>NA</td> </tr> </table>									Yes	No	DK	NA	Yes	No	DK	NA
Yes	No	DK	NA	Yes	No	DK	NA										
Validator Comments _____ _____ _____ _____ _____ _____ _____																	
Director Response _____ _____ _____ _____ _____																	

Glossary Term: Educational purpose

E. Interactions Between Teachers and Children

E1. Children’s development of trust and emotional security is promoted with consistent, responsive, and nurturing teachers.

All Ages

- Teachers greet each child and parent by name upon arrival. [PS, O]
- Teachers demonstrate warmth by appropriate touching, smiling, and speaking in a calm, caring voice. [O]
- Teachers attend to children’s physical needs promptly. (Ex. provide water when thirsty; change diapers when soiled; recognize and take appropriate action when children show signs of illness; allow child to rest when tired) [O]

Infants, Toddlers, Twos

- Teachers respond promptly to crying and other signs of distress. (Ex. learn to read infants’ cries and signals, provide needed care, verbally assure child of intent to respond) [O, SS]
- Teachers allow children to keep a security object with them when needed. [O, I]

Preschool

- Teachers comfort children who are upset, hurt or angry. [O, SS]
- Teachers follow through on commitments made to children. (Ex. ensure child has a turn at the easel when told they would be next; make available activity as promised; read the book agreed on earlier) [O]

School Age

- Teachers assist children who are upset, hurt or angry. [O, SS]
- Teachers follow through on commitments made to children. (Ex. ensure child has a turn at the computer when told it would be available; read book to child when promised) [O]

MEETS STANDARD

NEEDS IMPROVEMENT

FOR VALIDATOR’S USE ONLY	
VALIDATION METHOD: Observation, Interview, Staff Survey _____, Parent Survey _____ <div style="display: flex; justify-content: space-around; font-size: small;"> Yes No DK Yes No DK </div>	
Validator Comments _____ _____ _____ _____ _____ _____ _____	
Director Response _____ _____ _____ _____ _____	

Glossary Term: Commitments

E2. A positive sense of self is promoted through respectful teacher-child interactions.

All Ages

- Teachers have frequent positive interactions with children throughout the day. *(Ex. verbal, non-verbal)* [O]
- Teachers use children's names in encouraging and respectful ways. *(Ex. incorporated into songs and finger plays; used in conversations; primarily refer to children by name used instead of in terms of endearment such as honey, sweetie; used at times of acknowledgement and not just times of discipline)* [O]
- Teachers verbally acknowledge the child's emotions and feelings. *(Ex. "Jan, are you getting frustrated? Let me move the rattle a little closer so you can reach it." "Jose, you look sad. Do you miss your mom?" "Li, I can see from your face that something is wrong. Tell me how you are feeling.")* [O]
- Teachers acknowledge children's efforts and accomplishments. *(Ex. attempts at self-help skills, completing a challenging puzzle)* [O]
- Teachers demonstrate respect for all children and never laugh at, embarrass, criticize, threaten, tease, or reject them. [O, SS, PS]

Infants, Toddlers, Twos

- Teachers interact with individual children at child's level. *(Ex. sitting on the floor, sitting at eye level when feeding, child sitting on teacher's lap)* [O]

Preschool

- Teachers lower to the child's eye level when conversing with individual children. [O]
- Teachers are receptive to children's ideas and suggestions. [O]

School Age

- Teachers converse with individual children at the child's eye level. [O, SS]
- Teachers respond positively to children's ideas and suggestions. [O]

MEETS STANDARD

NEEDS IMPROVEMENT

FOR VALIDATOR'S USE ONLY	
VALIDATION METHOD: Observation, Staff Survey _____, Parent Survey _____ <div style="display: flex; justify-content: space-around; font-size: small;"> Yes No DK Yes No DK </div>	
Validator Comments _____ _____ _____ _____ _____ _____ _____	
Director Response _____ _____ _____ _____ _____	

E3. Cooperative and positive social behaviors are promoted through opportunities for learning reciprocity, empathy and social skills.

All Ages

- Teachers model positive social behaviors with children and other adults.** (Ex. teachers speak kindly; demonstrate listening, turn taking, sharing, waiting; teachers use please, thank you and you're welcome; teachers do not sit on shelves, stand on chairs or kick toys out of the way) [O]
- Teachers verbally acknowledge emerging pro-social skills.** (Ex. caring, sharing, turn taking, empathy, helping, cooperation) [O]
- Teachers help children needing assistance when entering a play situation.** (Ex. help a child's transition into a group setting; support a shy child entering group play; help a wandering child engage in activity) [O]
- Teachers help children understand the actions and feelings of others.** (Ex. "Jan is crying. She's ready to eat."; "Jose is sad because his mom is going to work."; "Suzie, how do you think Li is feeling?") [O]
- Teachers respond with sensitivity to individual children, treating them with equal consideration.** (Ex. children with varying abilities, activity levels, temperaments) [O, SS, PS]

Infants, Toddlers, Twos

- Teachers encourage children to begin to play with others.** (Ex. sit infants in proximity to one another, roll a ball to child, provide multiple telephones for children to talk with each other) [O]

Preschool

- Teachers encourage cooperation rather than competition.** [O]
- Teachers assist children in learning to solve social problems.** [O]
- Teachers intervene promptly when negative or hurtful peer interactions occur.** (Ex. when children are being teased, called names, excluded from play) [O]

School Age

- Teachers encourage cooperation rather than competition.** [O]
- Teachers actively involve children in solving their conflicts and problems.** [O]
- Teachers intervene promptly when children engage in bullying and other antisocial behavior.** [O]

MEETS STANDARD

NEEDS IMPROVEMENT

FOR VALIDATOR'S USE ONLY	
VALIDATION METHOD: Observation, Staff Survey _____, Parent Survey _____ <div style="display: flex; justify-content: space-around; font-size: small;"> Yes No DK Yes No DK </div>	
Validator Comments _____ _____ _____ _____ _____ _____ _____ _____	
Director Response _____ _____ _____ _____ _____	

Glossary Term: Competition

E4. Positive guidance techniques are used to promote the development of self-control and self-regulation.

All Ages

- Teachers give positive feedback acknowledging desired behavior. *(Ex. respond to compliance with daily routines and limits, encourage efforts in self regulation)* [O]
- Teachers give choices acceptable to both child and teacher. [O]
- Teachers state what a child can do instead of what cannot be done. *(Ex. "Walk in the classroom" instead of "Don't run")* [O, PS]
- Teachers inform child of how the inappropriate behavior affects self, others and/or materials. [O]
- Children are redirected to a more appropriate activity and/or behavior. [O]
- Expectations for social behaviors are suitable for the age and developmental levels of the children. [O]
- Teachers guide children to express both negative and positive emotions in acceptable ways. [O]
- Teachers never use physical punishment or punitive time out. [SS, O]

Infants, Toddlers, Twos

- Teachers verbalize ways the child is following routines and simple safety limits. *(Ex. "you are holding my hand and being safe"; "we are walking in the hall"; "I see you sitting in the chair")* [O]
- Teachers give clear, positive, one or two-step directions. [O]

Preschool

- Teachers look for the cause of inappropriate behavior. [O]
- Teachers move to the children and do not call across the classroom or playground. [O]
- Teachers follow through with directions given to child. [O]
- Teachers use logical consequences to promote desired behavior. *[Sticker charts and other reward and punishment systems are avoided.]* [O]

School Age

- Teachers look for the cause of inappropriate behavior. [O]
- Teachers move to the children and do not call across the classroom or playground. [O]
- Teachers follow through with directions given to child. [O]
- Teachers use logical consequences to promote desired behavior. *[Sticker charts and other reward and punishment systems are avoided.]* [O]

MEETS STANDARD

NEEDS IMPROVEMENT

FOR VALIDATOR'S USE ONLY	
VALIDATION METHOD: Observation, Staff Survey _____, Parent Survey _____ <div style="text-align: center; font-size: small;"> Yes No DK Yes No DK </div>	
Validator Comments _____ _____ _____ _____ _____ _____ _____	
Director Response _____ _____ _____ _____ _____	

Glossary Terms: Logical consequences; Punitive time out

E5. Age appropriate self-help skills are encouraged to promote personal responsibility and autonomy.

Infants, Toddlers, Twos

- Teachers give children simple tasks to promote emerging skills. (Ex. putting toys in a basket, assisting with putting on clothes) [O, SS]

Preschool

- Teachers encourage children to develop self-help skills. (Ex. pick up toys when finished, put on jackets, store belongings in cubbies) [O, SS]

School Age

- Children assist in the care and upkeep of the classroom. [O]
- Children are responsible for personal belongings. [O, SS]

MEETS STANDARD

NEEDS IMPROVEMENT

FOR VALIDATOR'S USE ONLY
VALIDATION METHOD: Observation, Staff Survey _____ <div style="display: flex; justify-content: space-around; font-size: small;"> Yes No DK </div>
Validator Comments _____ _____ _____ _____ _____
Director Response _____ _____ _____ _____

Glossary Term: Autonomy

E6. Children's overall emotional well-being is supported by the classroom environment.

All Ages

- Children are generally happy, relaxed and engaged. [O, PS]
- Classroom sounds are pleasant. (Ex. music volume at level appropriate for the activity; teacher voices do not predominate; conversational tones rather than stressful noise or forced quiet) [O]
- Peer interactions are usually positive. [O]

MEETS STANDARD

NEEDS IMPROVEMENT

FOR VALIDATOR'S USE ONLY
VALIDATION METHOD: Observation, Parent Survey _____ <div style="display: flex; justify-content: space-around; font-size: small;"> Yes No DK </div>
Validator Comments _____ _____ _____ _____ _____
Director Response _____ _____ _____ _____

E7. Snack and mealtimes are pleasant and social learning experiences for children.

All Ages

- Food is not used as a method of discipline or reward. [SS, O]
- Teachers converse with children. (Ex. talk about events of the day, encourage children to talk with one another, talk about nutrition) [O]
- Teachers sit with the children when not helping with the meal service routine or providing necessary assistance to children. [O, I]

Infants, Toddlers, Twos

- Infants are held during bottle feeding and spoken to in reassuring tones. [O]
- Older infants, toddlers and twos are encouraged to feed themselves as their abilities allow. (Ex. use child size utensils, pick up finger food, choose which food to eat next) [O]
- Toddlers and twos assist in cleaning up as their abilities allow. (Ex. throw away napkin, help wipe up spills) [O, I]

Preschool

- Children are encouraged to serve themselves as their abilities permit. (Ex. set tables, put out napkins, scoop food using sturdy serving spoons, pour milk from child size pitchers) [O, I]
- Children assist in cleaning up as their abilities permit. (Ex. clear table, throw away trash, wipe up spills) [O]

School Age

- Children serve themselves. [O, I]
- Children assist in cleaning up. [O]

MEETS STANDARD

NEEDS IMPROVEMENT

FOR VALIDATOR'S USE ONLY	
VALIDATION METHOD: Observation, Interview, Staff Survey _____	_____ Yes No DK
Validator Comments _____ _____ _____ _____ _____ _____ _____	
Director Response _____ _____ _____ _____ _____	

F. Classroom Health and Safety

F1. Health practices are implemented throughout the day.

All Ages

- Teachers monitor the temperature/weather and assure that children are dressed appropriately for indoor and outdoor activities. [O]
- Adjustments are made to protect children from potentially harmful environmental conditions. (Ex. heat and cold extremes; strong wind; ozone hazards; overexposure to the sun; exposure to chemical fumes; spray-over of disinfectant/sanitizer) [SS, O]
- Extra clothing is available for children's use, if needed to remain dry or at a comfortable temperature. [O, I]
- Mouthed toys are removed from play area to be sanitized before reuse. [O]
- Basic first-aid supplies are available in classroom. (Ex. latex or vinyl gloves, band-aids, soap, water) [O, I]

Infants, Toddlers, Twos

- Parents of children under age two receive daily, written information regarding feeding times and quantities consumed. [D]

MEETS STANDARD

NEEDS IMPROVEMENT

FOR VALIDATOR'S USE ONLY
VALIDATION METHOD: Document Review, Observation, Interview, Staff Survey _____ <div style="text-align: right; font-size: small; margin-right: 50px;"> Yes No DK </div>
Validator Comments _____ _____ _____ _____ _____ _____ _____ _____
Director Response _____ _____ _____ _____ _____

Glossary Terms: First aid supplies (classroom), Sanitize

F2. Standard precautions are practiced to minimize the spread of infectious disease.

All Ages

- All surfaces are cleaned of organic matter with soap/detergent, water, and a disposable towel, followed by the appropriate disinfectant/sanitizer. [O]
- Single-use disposable vinyl or latex gloves are worn when there is contact with blood and/or other potentially infectious bodily fluids. [SS, O]
- Disposable materials contaminated with blood and/or other potentially infectious bodily fluids are placed in a plastic bag, tied securely, and kept in a plastic-lined, hands-free covered container until disposal. [SS, O]
- Non-disposable materials and/or clothing contaminated with blood and/or other potentially infectious bodily fluids are placed in a plastic bag, tied securely, and stored out of reach of children until cleaned. [SS, O]

Diaper Changing NA

- Single-use disposable vinyl or latex gloves are worn for each change of a soiled diaper/pull-up. [O]
- Soiled diapers/pull-ups are placed in a plastic bag or inverted glove and kept in a plastic-lined, hands-free covered container until disposal. [O]
- Wet or soiled clothing is placed in a plastic bag, tied securely, and returned to family for laundering. [SS, O]
- After each use, diaper changing surfaces are cleaned of organic matter with soap/detergent, water, and a disposable towel, followed by a disinfecting solution. [O]
- Teachers and children wash hands with soap and water following each diaper change. [O]

MEETS STANDARD

NEEDS IMPROVEMENT

FOR VALIDATOR'S USE ONLY	
VALIDATION METHOD: Observation, Staff Survey _____	_____ Yes No DK
Validator Comments _____ _____ _____ _____ _____ _____ _____	
Director Response _____ _____ _____ _____ _____	

Glossary Terms: Clean, Organic matter, Standard precautions

F3. Hand washing facilities are provided for staff and child use.

All Ages

- Water temperature is comfortable to encourage good hand washing. [O]
- Sink is located near diapering and bathroom areas. [O]
- If sink must be used for multiple purposes, it is cleaned and disinfected before being used to prepare food. (Ex. preparing or rinsing baby bottles, cutting fruit, children's cooking activities) (Mark N/A if more than one sink is available.) [SS, O]
- If bathroom is not located in classroom, a hand washing sink is in the classroom. (Mark N/A if bathroom is in the classroom.) [O]

Infants, Toddlers, Twos

- Liquid soap and paper towels are placed near the sink and are available for children. [O]
- Sink is positioned so that children's hands can reach under the running water. [O]

Preschool

- Liquid soap and paper towels are placed near the sink and are accessible to children. [O]
- Sink and running water are accessible to children. [O]

School Age

- Liquid soap and paper towels are placed near the sink and are accessible to children. [O]
- Sink and running water are accessible to children. [O]

MEETS STANDARD

NEEDS IMPROVEMENT

FOR VALIDATOR'S USE ONLY	
VALIDATION METHOD: Observation, Staff Survey _____	_____ Yes No DK NA
Validator Comments _____ _____ _____ _____ _____ _____ _____	
Director Response _____ _____ _____ _____ _____	

Glossary Terms: Accessible, Available, Disinfect

F4. Good hand washing procedures are practiced by staff and children.

All Ages

- Teachers wash hands at appropriate times. [O]
- Children’s hands are washed at appropriate times. [O]
- Liquid soap and running water are used to wash hands. [O]
- Single-use paper towels are used to dry hands. [O]
- Teachers use paper towels to turn off manual faucets. [O]

Infants, Toddlers, Twos

Preschool

- Teachers encourage children to use paper towels to turn off manual faucets. *(Ex. hand washing procedure picture chart posted at child’s eye level; teachers verbally remind children to use a paper towel; teachers monitor and turn off the faucets for the children; teachers model correct use)* [O, SS]

School Age

- Teachers encourage children to use paper towels to turn off manual faucets. *(Ex. hand washing procedure picture chart posted at child’s eye level; teachers verbally remind children to use a paper towel; teachers monitor and turn off the faucets for the children; teachers model correct use)* [O, SS]

MEETS STANDARD

NEEDS IMPROVEMENT

FOR VALIDATOR’S USE ONLY
VALIDATION METHOD: Observation, Staff Survey _____ <div style="text-align: center; margin-left: 100px;"> Yes No DK </div>
Validator Comments _____ _____ _____ _____ _____ _____ _____
Director Response _____ _____ _____ _____ _____

Glossary Term: Hand washing (appropriate times)

F5. Safety practices are followed throughout the day.

All Ages

- Safety limits are enforced in all activities. [O]
- Teachers position themselves so that children can be observed in all areas of the classroom and the playground. [O]
- Teachers focus on the children and are not distracted by paperwork or other staff. [O]
- Primary and alternate evacuation routes are posted in each room used by children. [D]
- Emergency procedures are posted in each room used by children. (Ex. fire evacuation procedures, bad weather, injury) [D]

Infants, Toddlers, Twos

- Children are supervised at all times by sight and sound and are never left unattended. [O]
- Routine care areas are arranged for convenient access and safety. [O]
- Infants are placed on their backs on a firm surface for sleeping. [O]
- Sides of cribs are locked when occupied. [O]

Preschool

- Children are supervised by sight and sound and are never left unattended. [O]

School Age

- Children are supervised by either sight or sound and teachers are aware of what the children are doing at all times. [O]

MEETS STANDARD

NEEDS IMPROVEMENT

FOR VALIDATOR'S USE ONLY
<p>VALIDATION METHOD: Document Review, Observation</p>
<p>Validator Comments _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Director Response _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

Glossary Term: Cribs

F6. The children’s environment is safe and appropriately maintained.

All Ages

- Prepared disinfecting/sanitizing solutions are labeled. [O]
- Prepared disinfecting/sanitizing solutions are stored out of the reach of children. [O]
- All chemicals, toxic materials, teachers’ purses and any products labeled “Keep out of reach of children” are inaccessible to children and stored in a locked cabinet. (Ex. toothpaste, permanent markers, white out, air freshener, liquid hand sanitizer, make up, adult medications) [O]
- All areas are free of debris and environmental hazards. [O]
- Floor coverings are backed with non-slip materials or attached to the floor, and edges do not present a tripping hazard. [O]
- Electric outlets are covered with child-resistant covers. [O]
- Electrical cords are not frayed and are placed out of children’s reach. [O]
- Extension cords are not used. [O]
- Surge protectors are securely mounted and unused outlets are covered. [O]
- Windows that open are securely screened. [O]

MEETS STANDARD

NEEDS IMPROVEMENT

FOR VALIDATOR’S USE ONLY	
VALIDATION METHOD: Observation	
Validator Comments _____	

Director Response _____	

F7. Equipment and materials are safe and appropriately maintained.

All Ages

- Heavy furnishings and equipment are sturdy, secure, and cannot easily be tipped or pulled over. [O]
- Furnishings and equipment are clean and in good repair. [O]
- Furnishings, equipment, and toys pose no safety or health concerns. [O]
- Materials and supplies are clean and in good repair. [O]
- Materials and supplies are non-toxic. [O]

Infants, Toddlers, Twos

- Toys and materials do not present a choking hazard. [O]

MEETS STANDARD

NEEDS IMPROVEMENT

FOR VALIDATOR'S USE ONLY
VALIDATION METHOD: Observation
Validator Comments _____ _____ _____ _____ _____
Director Response _____ _____ _____ _____

F8. Security measures are implemented in the classroom.

All Ages

- Staff follow procedures that ensure the safe arrival and departure of all children. [SS, PS, O]
- Access to classroom areas is limited to those who have a purpose for being there. [O]
- Teachers position themselves so that their interactions with the children are not hidden from view. [O]
- The classroom has sufficient lighting for the teacher to work and be seen during rest time. [O]

MEETS STANDARD

NEEDS IMPROVEMENT

FOR VALIDATOR'S USE ONLY
VALIDATION METHOD: Observation, Staff Survey _____, Parent Survey _____ <div style="display: flex; justify-content: space-around; font-size: small;"> Yes No DK Yes No DK </div>
Validator Comments _____ _____ _____ _____ _____
Director Response _____ _____ _____ _____



Instructions for Completing *Observation Record*

The *Observation Record* is intended to show the history of the observation process. Sections of the *Observation Record* are to be completed by the various staff making observations and ratings:

- The director completes the “Classroom Observation” section at top of the page.
 - For “Classroom Name”, use the same name as recorded on the *Formal Education and On-going Training Log*, the *Program Profile*, and the children's daily schedule for each group.
 - For “Maximum Number of Children”, report the largest number of children you would assign to the group.
 - For “Typical Number of Children”, report the usual number of children assigned to the group during the majority of the year.
 - For all other information in the “Classroom Observation” section, provide information that is current at the time of your request for an onsite visit.
- The classroom teacher completes the “Lead Teacher Observation” section with the original and all subsequent date(s) of his/her self-assessment.
- The director completes the “Director Observation” section with the original and all subsequent date(s) of observation. The director's observations are expected to provide an in-depth assessment of the teachers and the classroom.
- The director signs and dates the verification statement after all observations are completed.
- The bottom section marked “For Validator’s Use Only” is left blank for use by the validator during the onsite visit.
- A copy of the completed *Observation Record* (p. 88) for each classroom is to be submitted to the Association office with your *Request for Validation Visit* (behind Validation Visit tab).
 - Retain the originals of the *Observation Record* and attach them to the front of the appropriate *Classroom Observation* (p. 56–86) for the validator's use during the onsite visit.
- Retain the final completed *Classroom Observations* (one for each classroom) for the validator's use during the onsite visit. They are **not** mailed to the Association office with your *Request for Validation Visit*.



Observation Record

Classroom Observation

Classroom Name		Age Group	<input type="checkbox"/> Infants	<input type="checkbox"/> Toddlers	<input type="checkbox"/> Twos
			<input type="checkbox"/> Preschool	<input type="checkbox"/> School Age	
Age range	Maximum Number of Children	Typical Number of Children	Number of teacher(s)		
Lead teacher				Hire date	
Additional teacher(s)					

Lead Teacher Observation

Date of first observation	Number of teacher(s)	Number of children
Date(s) of additional observations		
Name of lead teacher		

Director Observation

Date of first observation	Time begun	Time completed
Number of teacher(s) during first observation	Number of children during first observation	
Lead teacher observed		
Name and title of observer		
Date(s) of additional observations		

I verify to the best of my knowledge that the information recorded is accurate. I have reviewed the results of the classroom observations with the teacher(s). The teacher(s) have made the necessary improvements to meet Commission Standards. I have completed the final *Classroom Observation* for the validator's use. This classroom is ready for a validation observation by the National Accreditation Commission.

Director's Signature

Date

FOR VALIDATOR'S USE ONLY (Validator observation of classroom)					
Classroom Name		Age Group	<input type="checkbox"/> Infants	<input type="checkbox"/> Toddlers	<input type="checkbox"/> Twos
			<input type="checkbox"/> Preschool	<input type="checkbox"/> School Age	
Date of observation	Time(s) begun	Time(s) completed			
Number of teacher(s)	Number of children	Age range			
Validator name					
Lead teacher observed _____					
Other teacher(s) observed _____					