13. Health practices  

3.1 Adequate handwashing by staff and children takes place after wiping noses, after handling animals, or when otherwise soiled.  

This indicator requires that adequate hand hygiene (handwashing or use of hand sanitizer if hands are not visibly soiled) take place at least 75% of the time when needed. There are four categories of handwashing that must be considered: (1) Upon arrival into classroom, and re-entering classroom after being outside, (2) Before and after water play and the use of shared art materials and/or after sand or messy play, (3) After dealing with bodily fluids, and (4) After touching contaminated objects and surfaces, such as trash cans lids and pets. The children did not consistently follow proper hand washing procedures at the following times: when arriving to the classroom in the morning and re-entering the classroom from outdoor play, after dealing with bodily fluids such as nasal discharge, after feeding the classroom fish, and after art play with glue. The children wet their hands, applied soap to their hands, and lathered them under the stream of water rather than outside the stream, lathered only their palms together, or did not make any attempt to wash their hands. Since adequate hand hygiene was not maintained at least 75% of the time, credit was not earned for this indicator.

14. Safety practices  

1.2 Several hazards that could result in serious injury outdoors.  

This indicator is scored "yes" when there are two or more very serious hazards that could result in serious injury outdoors. Two hazards were noted in the outdoor area, as described in item 7, indicator 3.2, and item 8, indicator 3.3. Since two hazards that could result in serious injury were evident outdoors, this indicator was scored "yes."

Language-Reasoning  

15. Books and pictures  

5.5 Staff read books to children informally (Ex. during free play, at naptime, as an extension of an activity).  

This indicator requires at least one instance to be observed in which the staff read books to children at various times during the day in addition to any scheduled or formal staff-initiated group story time. Although the teachers read to the children during group time, no informal reading occurred during the observation. Since at least one instance of informal reading did not occur during the observation, credit for this indicator was not earned.

17. Using language to develop reasoning skills  

5.2 Children encouraged to talk through or explain their reasoning when solving problems (Ex. why they sorted objects into different groups; in what way are two pictures the same or different).  

This indicator requires that teachers encourage children to explain and talk about their reasons when solving logical problems with materials that stimulate reasoning at least twice. Materials that stimulate reasoning were evident in the classroom; however, the teachers did not
ask children questions that encouraged the children to explain or talk about their reasoning when solving logical problems while using these materials. The lead teacher asked some children questions related to a sorting game where the children were asked where to place their colored pieces into the corresponding colored sorting tray. However, the teacher did not ask the children to explain their reasoning while solving problems in the sorting game. Since two instances were not observed, credit was not earned for this indicator.

5.1 **Many staff-child conversations during free play and routines.**

This indicator requires that several mutual, turn-taking conversations occur between the teachers and the children throughout the day during both play and routine care. Conversations do not include quizzing children on facts, but rather talking with them about the things they have done or plan to do in play, things they enjoy, current events in their lives, or problems they want to solve. While the teachers had many conversations during play, infrequent conversation was heard during routine care. During handwashing, the teachers gave the children directives to wash their hands and sang songs with the children as they washed their hands. During morning greeting, the lead teacher only greeted one child as she entered the classroom. During diapering, the assistant spoke infrequently with the child with long periods of silence noted. Since the teachers did not have many conversations with children during routine care, credit for this indicator was not earned.

5.3 **Staff add information to expand on ideas presented by children.**

This indicator requires the teachers to add details or new, more exact words to build on ideas expressed by the children at least twice during the observation. Although the teachers asked many questions to prompt communication, no instances were noted in which the teachers added information, words, and ideas to expand on thoughts presented by the children. Since two examples were not observed, credit was not earned for this indicator.

5.4 **Staff encourage communication among children, including those with disabilities (Ex. remind children to listen to one another; teach all children to sign if classmate uses sign language).**

This indicator requires that staff make additional efforts to encourage communication between all children. Since this item focuses on informal language, in response to situations that arise spontaneously, language used during planned group times is not counted here. Although the teachers had some conversations with children, and children also talked with one another, this talking was not actively encouraged by either teacher. Conversations took place between the teachers and children or among the children themselves, without staff input. Since the teachers did not encourage the children to communicate, credit was not earned.
5.3 Special block area set aside out of traffic, with storage and suitable building surface (Ex. flat rug or other steady surface).

This indicator requires that a space is arranged to allow children to play with blocks and accessories with minimal interruptions. The space should be set up to encourage children’s block play, rather than to discourage it. Materials in the space must be specifically for block play, and they cannot interfere with building structures by taking up needed space or causing children to walk through the blocks to access other materials. The Three Year Old class shared the classroom with the Two Year Old class and the teacher reported that both classes share center time in the classroom each afternoon for 45 minutes (3:00-3:45 PM). The blocks and accessories were stored on shelves in an area of the room with the Two Year Old class’ cubby spaces. A clear physical barrier or physical space was not evident to prevent children from the Two Year Old class from interfering with block play by walking through the block play space in order to access materials or personal items from their cubbies. Since the block play space was located in an area of the room with children’s cubby spaces, credit for this indicator was not earned.

5.4 Block area accessible for play for a substantial portion of the day.

In order to earn credit for this indicator, all areas used for block play must be accessible for a substantial portion of the day and meet the requirements of indicators 5.1, 5.2 and 5.3. The block play space was located in an area of the room with the Two Year Old class’ cubby spaces. Since credit was not earned for indicator 5.3, credit cannot be earned for this indicator.

3.1 Supervision is adequate to protect children’s health and safety (Ex. enough staff present to watch children in area; staff positioned to see all areas; staff move around as needed; intervene when problem occurs).

To earn credit for this indicator, there should be enough teachers present to watch children in gross motor areas. The teachers should be positioned to see all areas where children may be playing, move around as needed to keep a close eye on the children, and remain attentive to children’s needs for basic protection of health and safety. During outdoor gross motor play time, the teachers interacted with small groups of children. However, they did not position themselves where they could visually supervise all children’s activities. Children stood on the seats of tricycles, climbed the slides, and slid down the slides two at a time and head first unsupervised. Also, when either the assistant teacher or lead teacher left the outdoor play area to use the bathroom or take children inside to use the bathroom, one teacher was unable to supervise all of the children’s activities. During this time, when a
teacher was positioned by the sand table, she was unable to supervise children on the large stationary climber’s platform, under the large stationary climber, or on the opposite side of the large climber on the small child-sized play house/climber. Inversely, when a teacher was positioned by the small child-sized play house/climber, she was unable to supervise children at play on tricycles on the opposite side of the large climber. Since the teachers did not adequately supervise children during gross motor play, credit could not be earned.

5.3 Staff show awareness of the whole group even when working with one child or a small group (Ex. staff frequently scan room when working with one child, make sure area not visible is supervised by other staff).

This indicator requires that teachers respond to things that happen in the total area or classroom used by the whole group of children. Second, this indicator requires that this “whole area supervision” be done even when teachers are working with one child or a small group. It must be obvious that teachers watch, listen to, and remain aware of what is happening in the entire area used by children. Due to the location of the bathroom in the hallway outside the classroom, one teacher had to stand inside the bathroom to supervise children in the bathroom while the other teacher supervised children at play inside the classroom. After lunch, the lead teacher stayed in the classroom and sent children to the assistant teacher in the bathroom as they finished eating. One child who left the classroom to go to the bathroom was temporarily out of both teachers’ visual supervision in the center hallway. Also, during outdoor play, when either the assistant teacher or lead teacher left the outdoor play area to use the bathroom or take children inside to use the bathroom, one teacher was unable to supervise all of the children activities. During this time, when a teacher was positioned by the sand table, she was unable to supervise children on the opposite side of the large climber in the dramatic play and block play areas. Inversely, when a teacher was positioned by the dramatic play and block play materials, she was unable to supervise children at play at the sand table. Since the teachers did not coordinate their supervision, so that no area being used by children was unsupervised, credit cannot be earned for this indicator.

5.1 Staff use non-punitive discipline methods effectively (Ex. giving attention for positive behaviors; redirecting child from unacceptable to acceptable activity).

This indicator requires that teachers control children without harming them, either emotionally or physically. These methods are more effective in helping children learn self-discipline and cause less anger and hurt. During clean-up times, the teachers gave stem directives to the children to manage behavior and had to repeat themselves several times in order to get the children to follow their directions. During outdoor play, the teachers repeatedly used the same directions as
they tried to get the children to follow playground rules. However, the children continued to climb the slides, slide down the slides head first, and go down the slides two at a time. Since punitive discipline methods were used and non-punitive discipline methods were not used effectively by the teachers, credit was not earned for this indicator.

5.1 **Staff model good social skills (Ex. are kind to others, listen, empathize, cooperate).**

This indicator requires the teachers to be responsive, polite, interested and cooperative with everyone the children see them interacting with. This includes all children, other staff, parents and others who become part of the children’s environment. When teachers ignore children, yell at them, boss them around, shout demands, or show impatience then they are not modeling good social skills. The teachers gave stern directives to the children during clean-up times to manage behavior and maintain control of the group rather than using politeness and gentle guidance. Since the teachers did not consistently use positive methods to maintain control of the group, credit for this indicator was not earned.

5.2 **Staff help children develop appropriate social behavior with peers (Ex. help children talk through conflicts instead of fighting; encourage socially isolated children to find friends; help children understand feelings of others).**

This indicator requires teachers to help children develop positive interactions with their peers, through making children aware of the effect of their actions on others, suggesting ways to cooperate, and guiding children who are involved in conflicts to use discussion and negotiation, so that useful learning comes out of the negative interactions. Although one instance was noted when the assistant teacher helped a child talk through a conflict with another child during group circle time, the teachers frequently corrected and redirected children when they were involved in conflicts. They did not use the opportunity to guide them in working through their problems themselves. Since the teachers did not usually help children develop appropriate social behavior with their peers, credit was not earned for this indicator.