Program Quality Assessment Professional Development Catalog for Program Observation Instruments

A guide for accessing professional learning opportunities forProgram Observation Instruments

This catalog contains formal and informal professional learning opportunities and guidance for accessing information on Pennsylvania approved program observation instruments. It is intended to provide the most current information to assist program leadership and staff in the selection/use of program observation instruments to support continuous quality improvement efforts.

Updated: January, 2022

Contents

Introduction

OCDEL and the Pennsylvania Key are committed to providing programs with opportunities to support their Continuous Quality Improvement (CQI) efforts using a variety of program observation instruments (POI). To use a POI with fidelity, best practice is for the observer to have completed formal professional development for the POI(s) selected by the program and to have an in-depth understanding of the criteria measured by the specific POI, scoring practices, and the ability to observe objectively, free from bias and/or historical knowledge of the program's prior/current practices.

All OCDEL approved Program Quality Assessors (PQA) meet these professional learning expectations through participation in professional development (PD) and on-site observation/reliability experiences and are reliable and/or certified on a variety of POIs. While it is understood that programs may not have the financial or human resources to participate in these formal and high-level professional development learning opportunities, nor is that level of understanding necessary to implement quality practices related to the POI, program staff and leadership are encouraged to learn as much as possible about the POI(s) identified for use in their classrooms/program prior to conducting internal assessment or preparing for an on-site external assessment.

Within this catalog, there is information related to learning more about each specific POI, including formal PD, informal Facilitated Program Observation Instrument Orientation (FPO) sessions, printed POI overviews, and online resources where additional information can be found. As the variety and use of POIs expands across the Commonwealth, the Program Quality Assessment team continues to expand their knowledge base and increase expertise on each of the POIs.

Definitions

Asynchronous - self-paced learning that does not require students and instructors to be online or in person at the same time for instruction

Diagnostic observation/assessment - a full or partial observation using one of the approved POIs for purposes of providing feedback on strengths and areas of growth for continuous quality improvement purposes. Diagnostic assessment does not affect a program's STAR level.

Facilitated Program Observation Instrument Orientation - an opportunity to learn about POI choices through informal conversation with a Program Quality Assessor when no virtual or online Pennsylvania Key sponsored professional development (PD) is offered through the PD Registry. The one-hour discussion is provider driven; however, participants can expect an introduction to the lens/focus of the POI—what it measures and how is information collected, an introduction to the scoring rubrics, some sample items, and discussion on any question the provider has about the POI.

POIs available for FPO include:
- Developmental Environment Rating Scale (DERS)
- Climate of Healthy Interactions for Learning and Development (CHILD)
- Inclusive Classroom Profile (ICP)
- Teaching Pyramid Observation Tool (TPOT)
- Teaching Pyramid Infant Toddler Observation Scale (TPITOS)
- Rating Observation Scale for Inspiring Environments (ROSIE)
- School-age Program Quality Assessment (SPQA)
- Social Emotional Learning Program Quality Assessment (SEL PQA)
- Parenting Interactions with Children: Checklist of Observations Linked to Outcomes (PICCOLO)

3**Professional Development/Professional Learning** - (Keystone STARS definition) - all education, technical assistance (TA),

and coaching activities that enhance an individual's or program's CQI efforts.

Online/Virtual - a learning experience that is enhanced through utilizing computers and/or the internet both outside and inside the facilities of the educational organization. The instruction most commonly takes place in an online environment.

Program Observation Instrument (POI) - evidence-based, reliable program assessment tools used to measure various aspects of quality practices. Some POIs use a broad lens, reviewing multiple aspects of quality practice that support children's growth and development across multiple domains. Others use a more focused lens to consider very specific quality practices or practices that reflect only a portion of a program's daily programming.

Program Quality Assessment (PQA) Team - team of highly reliable assessors from the Pennsylvania, trained to reliability on numerous POIs, who offer support to programs through formal and informal assessment, PD and learning events, and on-site coaching support on a variety of topics including health and safety practices support, developmentally appropriate practice, classroom social and emotional strategies, business management and leadership practices, and more.

Synchronous - a learning event in which a group of students engage in learning at the same time.

Links to Select Program Observation Instruments One-Page Overviews

All links connect to the Program Quality Assessment (PQA) POI webpage. Once on the POI webpage, scroll down to the POI chart, then click on the name of the POI you want to learn more about. If you prefer to view the information in PDF format, scroll down to "Additional Information/Training" and click on "View this information as a PDF."

Business Administration Scale (BAS)	https://www.pakeys.org/program-quality/program-quality-assessment/program-observation-instrument/
Classroom Assessment Scoring System (CLASS®)	https://www.pakeys.org/program-quality/program-quality-assessment/program-observation-instrument/
Climate of Healthy Interactions for Learning and Development (CHILD)	https://www.pakeys.org/program-quality/program-quality-assessment/program-observation-instrument/
Developmental Environment Rating Scale (DERS)	https://www.pakeys.org/program-quality/program-quality-assessment/program-observation-instrument/
Environment Rating Scales (ERS)	https://www.pakeys.org/program-quality/program-quality-assessment/program-observation-instrument/
Inclusive Classroom Profile (ICP™)	https://www.pakeys.org/program-quality/program-quality-assessment/program-observation-instrument/
Parenting Interactions with Children: Checklist of Observations Linked to Outcomes (PICCOLO™)	https://www.pakeys.org/program-quality/program-quality-assessment/program-observation-instrument/
Program Administration Scale (PAS)	https://www.pakeys.org/program-quality/program-quality-assessment/program-observation-instrument/
Rating Observation Scale for Inspiring Environments (ROSIE)	https://www.pakeys.org/program-quality/program-quality-assessment/program-observation-instrument/
School-age Program Quality Assessment (SPQA)	https://www.pakeys.org/program-quality/program-quality-assessment/program-observation-instrument/
Social Emotional Learning Program Quality Assessment (SEL PQA)	https://www.pakeys.org/program-quality/program-quality-assessment/program-observation-instrument/
Teaching Pyramid Infant Toddler Observation Scale (TPITOS™)	https://www.pakeys.org/program-quality/program-quality-assessment/program-observation-instrument/
Teaching Pyramid Observation Tool (TPOT™)	https://www.pakeys.org/program-quality/program-quality-assessment/program-observation-instrument/

POI Overview Webinar

Click here to access an asynchronous webinar introducing all POIs in this catalog. (Scroll past the POI chart to the bottom of the page to access both the "POI Recorded Webinar" and the webinar slide deck.) Program Observation Instrument Scale Specific Information

Business Administration Scale (BAS)

Focus: Business and professional practices in family childcare

Program setting: Childcare programs located within a residence

Professional learning opportunities

Title	Format	Where to access	Additional information
More Than a Nurturing Heart	Online synchronous	https://www.papdregistry.org/CourseCatalog.aspx Search by course title: BAS Online: Business Administration Scale--More Than a Nurturing Heart	Participants are introduced to the BAS as a research-based POI to measure and improve organizational practices. An overview of the BAS and scoring is provided and prepares family childcare providers for conducting internal assessmentusing the BAS or formal external BAS assessment by a reliable and certified BAS assessor. This session is provided live by OCDEL approved BAS reliable and certified assessors.
Getting Ready for the BAS	Online asynchronous	https://mccormickcenter.nl.edu/event-topic/bas/ Search by course title: Getting Ready for the BAS: Online Module	This online module from the McCormick Center for Early Childhood Leadership at National Louis University is designed to provide an overview of the BAS. Participants learn how formal assessment of business and professional practices can help programs identify strengths and target areas for improvement. This session introduces each item of the BAS, provides opportunity to practice scoring, prepares the learner for a formal BAS assessment, and addresses using the BAS to create a program improvement plan.

Additional Information: There are opportunities for an OCDEL approved BAS reliable assessor to provide virtual or on-site diagnostic BAS assessments. Additionally, OCDEL approved BAS consultants are available to provide virtual or on-site BAS consultation. Diagnostic observations fulfill the Keystone STARS expectation for program internal assessment. For additional information on scheduling the BAS for internal assessment, please contact your ELRC Quality Coach.

Classroom Assessment Scoring System (CLASS)

Focus: Research based method which supports improving teacher-child interactions with the goal of improving social,emotional, and academic for children.

Setting: Infant, toddler, preschool, and school-age classrooms

Professional learning opportunities

Title	Format	Where to access	Additional notes
CLASS® Expertise Begins Here	Online Asynchronous	https://teachstone.com/pennsylvania-keys/	This session introduces theCLASS® framework. This is an informational self-guided session.
CLASS Foundations for Teachers	Online Asynchronous	https://teachstone.com/class-foundations-for-teachers/	Online courses offered by Teachstone
Pennsylvania Foundations of the Classroom Assessment Scoring System® (CLASS)	Online Asynchronous	https://www.papdregistry.org/CourseCatalog.aspx Search by course title: Pennsylvania Foundations of the Classroom Assessment Scoring System (CLASS)	Participants will learn how CLASS® measures quality and how CLASS® is currently being used to support CQI work in Pennsylvania. It will be a pre-requisite for age specific sessions, which are also in development. This 2-hour Virtual PD session was developed by the PQA Team with permission from Teachstone.

Pennsylvania Pre-K Classroom Assessment Scoring System® (CLASS)	Online Synchronous	https://www.papdregistry.org/CourseCatalog.aspx https://www.papdregistry.org/CourseCatalog.aspx Search by course title: CLASS Virtual: Pennsylvania Pre-K Classroom Assessment Scoring System® (CLASS®)	Participants will learn how Pre-K CLASS® measures quality, how to observe classroom interactions using a CLASS® lens and the Pre-K CLASS® Dimensions Guide, and how to use the Pre-K CLASS® instrument to enhance classroom practice and support continuous quality improvement work.
K-3 Classroom Assessment Scoring System® (CLASS®)	Online Synchronous	https://www.papdregistry.org/CourseCatalog.aspx Search by course title: CLASS Virtual: K-3 Classroom Assessment Scoring System® (CLASS®)	Participants will learn how CLASS® K-3 measures quality and how CLASS® K-3 is currently being used to support continuous quality improvement work in Pennsylvania's School Age programs and classrooms.
myTeachstone	CLASS® coaching platform providing professional development and coaching support.	https://teachstone.com/myteachstone/	Email your request for a myTeachstone application through the Pennsylvania Key, mail to myTeachstone-PA@pakeys.org

.

Climate of Healthy Interactions for Learning and Development (CHILD)

Focus: Social and emotional learning

Program setting: Preschool classrooms enrolling children ages 3 to 5 years

Professional learning opportunities: There are no formal professional development sessions currently available through the Pennsylvania Key for the CHILD; however, an introduction to the CHILD and other resources to support the development of a foundational understanding of the scale is available (see chart below). Facilitated Program Observation Instrument Orientation (FPO) is also available. Please see Appendix B at the end of this document for additional information on requesting an FPO.

Title	Format	Where to access	Additional information
The CHILD Observation Tool	Print	https://socialemotionalchild.org/new-page	

Additional information: Currently, the CHILD is in research format and is not available for purchase; however, there are opportunities for an OCDEL approved CHILD reliable assessor to provide virtual or on-site CHILD consultation and/or diagnostic classroom observations. Diagnostic observations fulfill the Keystone STARS expectation for program internal assessment. For additional information on scheduling the CHILD for a diagnostic assessment, please contact your ELRC Quality Coach.

For information on reliability training: childscale@yale.edu

Developmental Environment Rating Scale (DERS)

Focus: Multidimensional view of the early learning classroom directed toward supporting optimal human development. It measures qualities such as patience and persistence in children**,** precision and clarity in lessons**,** and order in the environment**,** which support the development of executive functions, literacy, and social-emotional learning**.**

Program setting: Classrooms enrolling children ages 2.5 to 6 years

Professional learning opportunities: There are no formal professional development sessions currently available through the Pennsylvania Key; however, an introduction to the DERS and other resources to support the development of a foundational understanding of the scale are available (see chart below). OCDEL approved DERS reliable assessors are also available for consultation to assist in learning more about the DERS through Facilitated Program Observation Instrument Orientation (FPO). Please see Appendix B at the end of this document for additional information on requesting an FPO.

Title	Format	Where to access	Additional information
The Developmental Environmental Rating Scale (DERS) Summary	Print— Online article	https://www.focusdc.org/sites/dcdatasummit.org/files/Developmental%20Environmental%20Rating%20Scale_0.pdf	This document summarizes each of the DERS domains, behavioral and environmental attributes, and discrete items.
The Developmental Environmental Scale (DERS)	Print-Online article	https://static1.squarespace.com/static/57aa72bf59cc6881bc28d9e2/t/599c9398e45a7cf9ab86a5a3/1503433628108/DERS+White+Paper.pdf	White paper
Measuring What Matters in Montessori and Beyond	Print-online article	https://www.montessoripublic.org/2016/10/measuring-matters-montessori-beyond/	

Additional information: The DERS is only available for use by reliable DERS assessors with access to the DERS app; however, there are opportunities for an OCDEL approved DERS reliable assessor to provide virtual or on-site DERS consultation and/or diagnostic classroom observations. Diagnostic observations fulfill the Keystone STARS expectation for program internal assessment. For additional information on scheduling the DERS for internal assessment, please contact your ELRC Quality Coach.

For information about DERS reliability training and certification: https://www.ders-app.org/training

Environment Rating Scales (ERS)

Focus: Classroom and family child care environments [From the authors: The scales define environment in a broad sense including the arrangement of space both indoors and outdoors, the materials and activities offered to the children, the supervision and interactions (including language) that occur in the classroom, and the schedule of the day, including routines and activities. The support offered to parents and staff is also included.]

Setting: Infant/toddler classrooms, preschool classrooms, school-age classrooms, family childcare

Title	Format	Where to access	Additional information
ERS Online: Infant/Toddler Environment Rating Scale-Revised (ITERS-R)	Online Asynchronous	https://www.papdregistry.org/CourseCatalog.aspx Search by course title: ERS Online: Infant/Toddler Environment Rating Scale-Revised (ITERS-R)	This 3-hour online module developed by theERS authors and the ERSI Institute is designed to provide an overview of the ITERS-R.
ERS Online: Early Childhood Environment Rating Scale-Revised (ECERS-R)	Online Asynchronous	https://www.papdregistry.org/CourseCatalog.aspx Search by course title: ERS Online: Early Childhood Environment Rating Scale-Revised (ECERS-R)	This 3-hour online module developed by theERS authors and the ERSI Institute is designed to provide an overview of the ECERS-R.
ERS Online: Early Childhood Environment Rating Scale-Third Edition (ECERS-3)	Online Asynchronous	https://www.papdregistry.org/CourseCatalog.aspx Search by course title: ERS Online: Early Childhood Environment Rating Scale-Third Edition (ECERS-3)	This 3-hour online module developed by theERS authors and the ERSI Institute is designed to provide an overview of the ECERS-3)
ERS Online: Family Child Care Environment Rating Scale-Revised (FCCERS- R)	Online Asynchronous	https://www.papdregistry.org/CourseCatalog.aspx Search by course title: ERS Online: Family Child Care Environment Rating Scale-Revised (FCCERS-R)	This 3-hour online module developed by theERS authors and the ERSI Institute is designed to provide an overview of the FCCERS-R.

ERS Online: School-Age Care Environment Rating Scale Updated (SACERS- U)	Online Asynchronous	https://www.papdregistry.org/CourseCatalog.aspx Search by course title: ERS Online: School-Age Care Environment Rating Scale Updated (SACERS-U)	This 3-hour online module developed by theERS authors and the ERSI Institute is designed to provide an overview of the SACERS-U.
ERS Virtual: Foundations of the Environment Rating Scales	Online Synchronous	https://www.papdregistry.org/CourseCatalog.aspx Search by course title: ERS Virtual: Foundations of theEnvironment Rating Scales	Participants will learn how the ERS program observation instruments measure quality and how the ERS program observation instruments are used in PA for continuous quality improvement. This session is developed and facilitated by the Pennsylvania Key PQA team.
ERS Virtual: Early Childhood Environment Rating Scale- Revised (ECERS-R)	Online Synchronous	https://www.papdregistry.org/CourseCatalog.aspx Search by course title: ERS Virtual: Early Childhood Environment Rating Scale - Revised (ECERS-R)	Participants will learn about the indicators of quality in early childhood settings, how the ECERS-R measures quality, how to use the program observation instrument (POI) to enhance classroom practice, and the ECERS-R's role as an internal assessment POI. This session is developed and facilitated by the Pennsylvania Key

			PQA team.
ERS Virtual: Early Childhood Environment Rating Scale-Third Edition (ECERS-3)	Online Synchronous	https://www.papdregistry.org/v7/trainings/search Search by Course Title: ERS Virtual: Early Childhood Environment Rating Scale-ThirdEdition (ECERS-3)	Participants will learn how the ECERS-3 scale reflects developmentally appropriate practice, how program observation can be used to support continuous quality improvement, and the ECERS-3's role as an internal assessment instrument. This session is developed and facilitated by the Pennsylvania Key PQA team.
ERS Virtual: Infant/toddler Environment Rating Scale (ECERS-R)	Online Synchronous	https://www.papdregistry.org/v7/trainings/search Search by Course Title ERS Online: Infant/Toddler Environment Rating Scale-Revised (ITERS-R)	Participants will learn about the indicators of quality in infant and toddler settings, how the scale measures quality, and how to use the scale as an internal assessment instrument. This session is developed and facilitated by the Pennsylvania Key PQA team.

ERS Virtual: School-Age Care Environment Rating Scale-Updated (SACERS-U)	Online Synchronous	https://www.papdregistry.org/CourseCatalog.aspx Search by Course Title: ERS Virtual: School-Age Care Environment Rating Scale Updated (SACERS-U)	Participants will learn about the indicators of quality in school-age settings, how the scale measures quality, and how to use the scale as an internal assessment instrument. This session is developed and facilitated by the Pennsylvania Key PQA team.
ERS Virtual: Foundations of theFamily Child Care Environment Rating Scale—Revised (FCCERS- R)	Online Synchronous	https://www.papdregistry.org/CourseCatalog.aspx Search by course title: ERS Virtual: Foundations of theFamily Child Care Environment Rating Scale-Revised	Participants will learn about the indicators of quality in family and group home settings, how the FCCERS-R measures quality, and how to use program observation to enhance quality practice through internal assessment. This session is developed and facilitated by the Pennsylvania Key PQA team.
ERS Virtual: FamilyChild Care Environment Rating Scale - Revised (FCCERS- R)	Online Synchronous	https://www.papdregistry.org/v7/trainings/search Search by Course Title: ERS Virtual: Family Child Care Environment Rating Scale-Revised (FCCERS-R)	Participants who attend this session will take a deeper look into the subscales and items within the FCCERS-R scale book, analyze statewide strengths and challenges within each subscale, and strengthen their understanding and application of the instrument for continuous quality improvement within their child care

			program.
			This session is developed and facilitated by the Pennsylvania Key PQA team.

Additional information: There are opportunities for an OCDEL approved ERS reliable assessor to provide virtual or on-site ERS consultation and/or diagnostic classroom observations. Diagnostic observations fulfill the Keystone STARS expectation for program internal assessment. For additional information on scheduling the ERS for internal assessment, please contact your ELRC Quality Coach.

Inclusive Classroom Profile (ICP)

Focus: Provisions and daily practices that support the developmental needs of children with disabilities in early childhood settings

Program setting: Classrooms enrolling children ages 2 to 5 years, with at least one child with a diagnosed disability/IEP enrolled

Professional learning opportunities: There are no formal professional development sessions currently available through the Pennsylvania Key for the ICP; however, an introduction to the ICP and other resources to support the development of a foundational understanding of the scale is available (see chart below). Facilitated Program Observation Instrument Orientation (FPO) is also available. Please see Appendix B at the end of this document for additional information on requesting an FPO.

Title	Format	Where to access	Additional information
Utilizing the Inclusive Classroom Profile to Determine Quality"	Online asynchronous	https://www.youtube.com/watch?v=r147ob7vFAg	This recording is from the Santa Clara Inclusion Collaborative State Conference 2018. Information includes an overview of the development of theICP, uses of the ICP,structure of the scale, item and indicator expectation. Specific ICP information isfound at 7:00 through 30:00 minutes. Videos of ICP practices in action are found from 49.38 through 58.30 minutes.
Introduction to the Inclusive Classroom Profile	Online asynchronous	https://brookespublishing.com/resource - library/introduction-inclusive-classroom-profile- icp/	This is a 30-minute webinar by the ICP author, Elena Soukakou. It provides a basic overview of the ICP.

Additional information: There are opportunities for an OCDEL approved ICP reliable assessor to provide virtual or on-site ICP consultation and/or diagnostic classroom observations. Diagnostic observations fulfill the Keystone STARS expectation for program internal assessment. For additional information on scheduling the ICP for internal assessment, please contact your ELRC Quality Coach.

Parenting Interactions with Children: Checklist of Observations Linked toOutcomes (PICCOLO)

Focus: Parent-child or teacher-child interactions focusing on positive parenting or teacher behaviors

Program setting: center or family-based programs enrolling children from 10-47 months

Professional learning opportunities: There are no formal professional development sessions currently available through the Pennsylvania Key for the PICCOLO; however, an introduction to the PICCOLO and other resources to support the development of a foundational understanding of the scale is available (see chart below). Facilitated Program Observation Instrument Orientation (FPO) is also available. Please see Appendix B at the end of this document for additional information on requesting an FPO.

Title	Format	Title	Additional notes
PICCOLO: An Observational Measure of Developmental Parenting	Online asynchronous	https://www.youtube.com/watch?v=0mDlMAMLLAc	This webinar is presented by one of the PICCOLO developers.
The PICCOLO Training DVD	DVD	https://brookespublishing.com/product/piccolo/	Produced by the PICCOLO developers, this DVD provides information on PICCOLO expectations and video scoring practice. (DVD must be purchased)

Additional information: There are opportunities for an OCDEL approved PICCOLO reliable assessor to provide virtual or on-site PICCOLO consultation and/or diagnostic classroom observations. Diagnostic observations fulfill the Keystone STARS expectation for program internal assessment. For additional information on scheduling the PICCOLO for internal assessment, please contact your ELRC Quality Coach.

Program Administration Scale (PAS)

Focus: Administrative, management, and leadership practices of early childhood programs

Program setting: Center-based programs

Professional learning opportunities

Title	Format	Where to access	Additional information
Widening the Lens	Online synchronous	https://www.papdregistry.org/CourseCatalog.aspx Search by course title: PAS Online: Widening the Lens: Looking at Program Quality from a Program Administration Perspective	Participants are introduced to the PAS as a research-based program observation instrument to measure and improve organizational practices. An overview of the program observation instrument and scoring is provided and prepares providers in center-based settings for conducting self-assessment using the PAS. This session is provided live by OCDEL approved, reliable and certified PAS assessors. See Appendix B at the end of this document for information on requesting virtual PAS PD.

| Getting Ready for the PAS: Online Module | Online asynchronous | https://mccormickcenter.nl.edu/events/getting-ready-for-the-pas-online-module/ | This online module from the McCormick Center for Early Childhood Leadership at National Louis University is designed to provide an overview of the PAS. Participants will learn how formal assessment can help identify strengths and target areas for improvement, explore what each item of the PAS measures, practice scoring, prepare for a formal assessment, and learn how to use the PAS to create a program improvement plan. |

Additional information: There are opportunities for an OCDEL approved PAS reliable assessor to provide virtual or on-site diagnostic PAS assessments. Additionally, OCDEL approved PAS consultants are available to provide virtual or on-site PAS consultation. Diagnostic observations fulfill the Keystone STARS expectation for program internal assessment. For additional information on scheduling the PAS for internal assessment, please contact your ELRC Quality Coach.

Rating Observation Scale for Inspiring Environments (ROSIE)

Focus: Aesthetic environmental qualities

Setting: Preschool classrooms

Professional learning opportunities: There are no formal professional development sessions currently available through the Pennsylvania Key for the ROSIE; however, an introduction to the ROSIE and other resources to support the development of a foundational understanding of the scale is available (see chart below). Facilitated Program Observation Instrument Orientation (FPO) is also available. Please see Appendix B at the end of this document for additional information on requesting an FPO.

Title	Format	Where to access	Additional Information
Introduction to the Rating Observation Scale for Inspiring Environments	You Tube	https://www.youtube.com/watch?v=O-SDG-8kRLE	Brief overview of the ROSIE by Sandra Duncan, co-developer
Rating Observation Scale for Inspiring Environments: ROSIE	You Tube	https://www.youtube.com/watch?v=74eRBi_wi40	Brief overview of the ROSIE by Jessica Deviney, co-developer

Additional information: There are opportunities for an OCDEL approved ROSIE reliable assessor to provide virtual or on-site ROSIE consultation and/or diagnostic classroom observations. Diagnostic observations fulfill the Keystone STARS expectation for program internal assessment. For additional information on scheduling the ROSIE for internal assessment, please contact your ELRC Quality Coach.

School-Age Program Quality Assessment (SPQA)

Focus: Quality of youth programs and identifying staff training needs

Setting: Youth programs enrolling children kindergarten through grade 6

Professional learning opportunities: There are no formal professional development sessions currently available through the Pennsylvania Key for the SPQA; however, an introduction to the SPQA and other resources to support the development of a foundational understanding of the scale is available (see chart below). Facilitated Program Observation Instrument Orientation (FPO) is also available. Please see Appendix B at the end of this document for additional information on requesting an FPO.

Title	Format	Where to access	Additional Information
Youth and School-Age Program Quality Assessment (PQA)	Online narrative	Assessments - The Forum For Youth Investment (forumfyi.org)	Please note that only the School-Age Program Quality Assessment is currently approved for use in PA.
School-age Program Quality Assessment instrument	Downloadable scale document	School-Age PQA Download (jotform.com)	
The Basics of Self-Assessment Using the Program Quality Assessment	Various downloadable resources	The Basics of Self Assessment using the PQA	This linked page contains numerous resources to learn more about the School-Age Program Quality Assessment instrument. There are also clickable links to listen to recordings.

Additional Information: There are opportunities for an OCDEL approved SPQA reliable assessor to provide virtual or on-site SPQA consultation and/or diagnostic classroom observations. Diagnostic observations fulfill the Keystone STARS expectation for program internal assessment. For additional information on scheduling the SPQA for internal assessment, please contact your ELRC Quality Coach.

To download your free copy of the SPQA, complete this [form](#).

For information about reliability training and certification through the Center for Youth ProgramQuality:
http://www.cypq.org/products_and_services/training

Social Emotional Learning Program Quality Assessment (SEL PQA)

Focus: Social emotional learning

Setting: Youth programs enrolling children kindergarten through grade 12

Professional learning opportunities: There are no formal professional development sessions currently available through the Pennsylvania Key for the SEL PQA; however, an introduction to the SEL PQA and other resources to support the development of a foundational understanding of the scale are available (see chart below). Facilitated Program Observation Instrument Orientation (FPO) is also available. Please see Appendix B at the end of this document for additional information on requesting an FPO.

Title	Format	Where to access	Additional Information
Social Emotional Learning Program Quality Assessment (SEL PQA) instrument	Downloadable scale document	SEL PQA download	
SEL PQA: An Overview of Items & Scales	Downloadable document	https://forumfyi.org/knowledge-center/selpqa-overview-of-items-scales/	
The Basics of Self-Assessment Using the Program Quality Assessment	Various downloadable resources	The Basics of Self Assessment using the PQA	This linked page contains numerous resources to learn more about the SEL PQA instrument. There are also clickable links to listen to recordings.

Additional Information: There are opportunities for an OCDEL approved SEL PQA reliable assessor to provide virtual or on-site SEL PQA consultation and/or diagnostic classroom observations. Diagnostic observations fulfill the Keystone STARS expectation for program internal assessment. For additional information on scheduling the SEL PQA for internal assessment, please contact your ELRC Quality Coach.

To download your free copy of the SEL PQA, complete this form.

For information about reliability training and certification through the Center for Youth ProgramQuality:
http://www.cypq.org/products_and_services/training

Teaching Pyramid Infant Toddler Observation Scale (TPITOS)

Focus: Infant and toddler teachers' implementation of teaching practices associated with the universal tier of the Pyramid Model for Promoting Social Emotional Competence in Infants and Young Children. These are the caregiver behaviors and classroom environment variables associated with supporting and promoting the social emotional development of infants and toddlers.

Setting: birth to age three

Professional learning opportunities: There are no formal professional development sessions currently available through the Pennsylvania Key for the TPITOS; however, an introduction to the TPITOS and other resources to support the development of a foundational understanding of the scale is available (see chart below). Facilitated Program Observation Instrument Orientation (FPO) is also available. Please see Appendix B at the end of this document for additional information on requesting an FPO.

Title	Format	Where to access	Additional information
About the TPITOS	Online asynchronous	https://www.youtube.com/watch?v=cbMabJw57TU&feature=youtu.be	This is an introduction to the TPIITOS presented by the TPITOS co-developers.

Additional information: There are opportunities for an OCDEL approved TPITOS reliable assessor to provide virtual or on-site TPITOS consultation and/or diagnostic classroom observations. Diagnostic observations fulfill the Keystone STARS expectation for program internal assessment. For additional information on scheduling the TPITOS for internal assessment, please contact your ELRC Quality Coach.

For information about training through the Pyramid Model Consortium:
https://www.pyramidmodel.org/online-courses-epyramid/

Teaching Pyramid Observation Tool (TPOT)

Focus: Fidelity and implementation of universal and targeted Teaching Pyramid Model practices that focuses on social/emotional competence and addressing challenging behavior

Setting: ages two to five years

Professional learning opportunities: There are no formal professional development sessions currently available through the Pennsylvania Key for the TPOT; however, an introduction to the TPOT and other resources to support the development of a foundational understanding of the scale is available (see chart below). Facilitated Program Observation Instrument Orientation (FPO) is also available. Please see Appendix B at the end of this document for additional information on requesting an FPO.

Title	Format	Where to access	Additional information
Teaching Pyramid Observation Tool	Online asynchronous	https://www.youtube.com/watch?v=YNsm3bDPE3U	This introduction to the TPOT is presented by the TPOT co-developers.

Additional information: There are opportunities for an OCDEL approved TPOT reliable assessor to provide virtual or on-site TPOT consultation and/or diagnostic classroom observations. Diagnostic observations fulfill the Keystone STARS expectation for program internal assessment. For additional information on scheduling the TPOT for internal assessment, please contact your ELRC Quality Coach.

For information on formal staff professional development through the Pyramid Model Consortium:
https://www.pyramidmodel.org/online-courses-epyramid/

Appendix A: Professional Development Requests for OCDEL Approved Assessor Facilitated Sessions

Online and Virtual Program Observation Professional Development Opportunities
There are numerous Program Quality Assessment related online learning opportunities, both instructor-led and self-paced. Please refer to entries for each Program Observation Instrument in this catalog to determine if online/virtual Program Quality Assessor led PD is available.

The following document provide instructions for completing the Professional Development Application for online/virtual Program Quality Assessor led PD and the Professional Development Application. Please note the Professional Development Application is only for online Program Quality Assessment related PD sessions.

https://www.pakeys.org/program-quality/program-quality-assessment/professional-development/

Appendix B: Facilitated Program Observation Instrument Orientation (FPO)

The Facilitated Program Observation Instrument (POI) Orientation provides an opportunity to learn about POI choices when no virtual or online Pennsylvania Key sponsored professional development (PD) is offered through the PD Registry; Facilitated POI Orientation is not offered for ERS, CLASS, PAS, or BAS.

Each one-hour Facilitated POI Orientation session provides opportunities to talk with an assessor who is reliable on the selected POI about the focus of the instrument, available supportive resources, and how to use the POI for internal assessment. You are also invited to talk with the assessor about connecting the assessment feedback with goals for growth.

Everyone participating in an FPO receives one hour of PQAS credit in the PD Registry.

To request an FPO, complete the request form here and return it to the Program Quality Assessment supervisor listed on form.