



## Program Observation Instruments for Continuous Quality Improvement

An overview of Program Observation Instruments (POI) to support program decision-making

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## Learning Objectives

Develop foundational knowledge of a variety of Program Observation Instruments (POIs)

Understand varied expectations of POIs that can be used to support continuous quality improvement

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## POIs for Use in Center-Based Programs

Classroom Assessment Scoring System (CLASS®)--can also be used in school-age settings

Climate of Healthy Interactions for Learning and Development (CHILD®)

Developmental Environment Rating Scale (DEERS)--can also be used in family/group settings

Environment Rating Scales (ERS®)--also for use in family and school-age programs

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## POIs for Use in Center-Based Programs (continued)

Inclusive Classroom Profile (ICP™)

Parenting Interactions with Children: Checklist of Learning Linked to Outcomes (PICCOLO™)

Rating Observation Scale for Inspiring Environments (ROSIE)

Teaching Pyramid Infant Toddler Observation Scale (TPITOS™)

Teaching Pyramid Observation Scale (TPOT™)

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## Classroom Assessment Scoring System® (CLASS®)

CLASS® is a research-based observation instrument used to assess the effectiveness of teacher-child interactions

CLASS® measures the quality of classroom interactions between:

- Teacher-child
- Child-child

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## CLASS® Structure

Age Level

Domain

Dimension

Indicator

Behavior Marker

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# CLASS® Domains and Dimensions

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# CLASS® Domains and Dimensions

## Pre-K and K-3

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# The CLASS® Scale

Each domain is measured on a seven-point scale:

- **Low-range scores (1-2)** are given when the classroom interactions associated with a dimension were demonstrated in a low-quality manner, were lacking, or were rarely present.
- **Mid-range scores (3-5)** are given when the classroom interactions associated with a dimension were present and effective at times, and there were other periods when interactions were not effective or were absent.
- **High-range scores (6-7)** are given when the classroom interactions associated with a dimension were effective and consistently observed throughout the observation.

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## Climate of Healthy Interactions for Learning and Development (CHILD®)

Originally created in 1999 as the Preschool Mental Health Climate Scale (revised in 2017 resulting in the CHILD®); currently undergoing additional revision

Use in preschool classrooms

Measures:

- All interactions including staff-child, child-child, staff-staff
- Verbal and nonverbal behaviors including overt and subtle cues
- Equity and inclusion

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## The CHILD Dimensions

- Transitions
- Directions and Rules
- Social and Emotional Learning
- Staff Awareness
- Staff Affect
- Staff Cooperation
- Staff-Child Interactions
- Individualized and Developmentally Appropriate Pedagogy
- Child Behaviors

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## Scoring and Support for Implementation

Observation practices include 4 sets of 20-minute observations (coding blocks)

Rated as Undermining—Baseline—Promoting

Practitioner's Guide offers additional support

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## Developmental Environment Rating Scale (DERS)

The DERS is a classroom observation instrument which 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**.

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## Using the DERS

Used in early childhood learning environments where children ages 2 ½-6 years of age are present  
1-hour timed observation consisting of 60 items broken into 3 observation categories  
Frequency indicators: must be observed  
Observations conducted via iPad app

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## Examples of What DERS Measures

- Child Behaviors
- Adult Behaviors
- Environment

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## DERS Focus on Five Outcomes

- Initiation/concentration
- Inhibitory control
- Working memory
- Linguistic/cultural fluency
- Social fluency & emotional flexibility

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## Environment Rating Scale (ERS™)


Originally published in 1980, the Early Childhood Environment Rating Scale (ECERS™) grew out of ECE quality improvement work begun in the 1970s.

Expanded and updated using new knowledge about early year development and input from ECE professionals to become the comprehensive POI suite we know today.

The ECERS-3™ began the major revision work that grew to include publication of the ITERS-3™ and FCCERS-3™.

Used in research and for CQI in many countries

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
## The ERS™ Suite




ITERS-3™  
Infant Toddler




ITERS-R™  
Infant Toddler




ECERS-3™  
Early Childhood




ECERS-R™  
Early Childhood



SACERS-U™  
School-Age Care



FCCERS-3™  
Family Child Care



FCCERS-R™  
Family Child Care

Infant and toddler groups:

- ITERS-3\* and ITERS-R

Preschool, Pre-k, and Kindergarten groups:

- ECERS-R and ECERS-3

School-age children (including kindergarten) during out-of-school time:


- SACERS-U

Family Child Care and Group Child Care operating in a residence:

- FCCERS-3\* and FCCERS-R

\* Not currently used in Pennsylvania

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## Understanding the Assessment Process

- Comprehensive experiences
- Point in time observation
- 7-point rating scale

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## What the ERS™ measures

- Indoor and outdoor spaces and equipment that support children's development and health and safety
- Routines and practices to support health and safety
- Children's opportunities to engage with appropriate toys and materials
- Children's opportunities to self-select their activities and experiences
- Interactions that build social-emotional well-being and enhance children's learning and development

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## Inclusive Classroom Profile (ICP™)

Gathers information about provisions and classroom practices that support the developmental needs of children with disabilities

Use in preschool classrooms where children ages 2 ½ to 5 years are present



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## Using the ICP™

7-point scale similar to ERS

Considers the early learning environment, space, play materials, and equipment; adult-child and peer relationships; transitions, behavioral support and the use of adaptive planning, and family-program partnership.

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## Parenting Interactions with Children: Checklist of Observations Linked to Outcomes (PICCOLO™)

Strength based measure of parenting interactions that predicts children's early social, cognitive and language development

Emerging research supporting use with teachers in early childhood classrooms

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## Using the PICCOLO™

Use with children ages 10-47 months

3-point scale

10 minutes to complete

29 observable and developmentally appropriate

VERY EASY TO LEARN AND USE!

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## Rating Observation Scale for Inspiring Environments (ROSIE)

Examines a classroom's level of aesthetic beauty through a lens of nature, color, furnishings, textures, displays, lighting, and focal points

Considers the function, adaptability of the space and the dynamic needs and interests of those who inhabit the space

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## Using the ROSIE

Preschool classrooms

Two hours to complete when children are not present

Rating: Sprouting—Budding—Blooming

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## Teaching Pyramid Observation Tool (TPOT™)

Used to reinforce high-quality practices that support children's social-emotional development and behavior

Used in preschool classroom settings (children ages 2-5 years are enrolled) to measure the practices associated with the Pyramid Model



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## Using the TPOT™ for assessment

Key practices

Red flags

Things to remember

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## Benefits of Using the TPOT™

Ensures effective implementation of the proven PBIS-based Pyramid Model and/or practices associated with it

Supports professional development efforts in center-based preschool settings

Strengthens the practices of individual teachers or caregivers, programs, classroom teams and programs

Monitors the success of quality improvement initiatives

Builds a foundation for social-emotional competence in the critical first years of life

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## Using TPOT™ Results for Continuous Quality Improvement

TPOT™ results can be used to:

- **reinforce interactions** that promote social-emotional competence in young children
- **implement strategies** to prevent and address challenging behavior
- **guide training** and coaching for teachers
- **compare implementation** across early childhood classrooms, teachers, and programs

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## Teaching Pyramid Infant Toddler Observation Scale (TPITOS™)

Used to reinforce high-quality practices that support social-emotional development and behavior in infants and toddlers

Used in classroom settings where children ages birth through three years are enrolled to measure the practices associated with the Pyramid Model

Two hours for classroom observation, 15–20 minutes for teacher interview, and 30–45 minutes for scoring

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## Benefits of Using TPITOS™

Ensures effective implementation of the proven PBIS-based Pyramid Model and/or practices associated with it

Supports professional development efforts in center-based infant-toddler settings

Strengthens the practices of individual teachers or caregivers, programs, classroom teams and programs

Monitors the success of quality improvement initiatives

Builds a foundation for social-emotional competence in the critical first years of life

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## Slide 32

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**AG4**

Add picture of TPITOS book

Ann Gula, 2/12/2021

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## POIs Used to Measure Program Management and Leadership Practices

Program Administration Scale (PAS)

Business Administration Scale (BAS)

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## Business Administration Scale (BAS)

Provides feedback to family child care providers including current strengths and areas where improvements can be made to the overall quality of business practice

Use in Family Child Care Programs located in a residence

Measures the quality of business and professional practices using a 7-point scale

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## Program Administration Scale (PAS)

Provides feedback to programs including current strengths and areas where improvements can be made to the overall quality at the organizational level.

Use in center-based programs

Measures the quality of administrative practices, management practices, and leadership of early childhood programs.

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## Slide 35

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**ML21**      Font is black - do you want it to be blue like the other slides  
Michelle Long, 11/10/2020

**ML22**      size 28 does not fit on slide so it is 24  
Michelle Long, 11/10/2020

# PAS or BAS

Which one should I use for my Group Child Care?

Residential Structure

Commercial Structure

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# POIs for Use in School-age Settings

- Classroom Assessment Scoring System (CLASS) K-3 CLASS
- Developmental Environment Rating Scale (DERS)
- School-age Environment Rating Scale-Updated (SACERS-U)
- School-age Program Quality Assessment (SPQA)

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# School Age Program Quality Assessment (School-age PQA)

## Overview

Provides feedback to school-age programs including current strengths and areas where improvements can be made to the overall program quality, as well as identifying staff training needs

Use in school-age programs for children grades K-6

## What it measures

- Safe environment
- Supportive environment
- Interaction
- Engagement
- Youth-centered policies and practices
- High expectations for youth and staff
- Access

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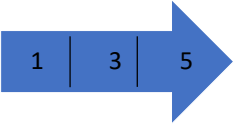
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## School Age Quality Program Assessment (School-age PQA)

### Scoring



### More information

- <http://cypq.org/downloadpqa>
- [http://www.cypq.org/products\\_and\\_services/training/YPQA](http://www.cypq.org/products_and_services/training/YPQA)
- <http://cypq.org/webinar/ioplk3>

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## POIs for Family Child Care Programs

Developmental Environment Rating Scale (DERS)

Family Child Care Environment Rating Scale (FCCERS-R)

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

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## Still Undecided?

Do you need a more in-depth look at these POIs?

Check out the  
Program Quality Assessment Professional Development Catalog  
([www.pakeys.org](http://www.pakeys.org))  
(search under Program Quality Assessment)

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## Websites and Resources

<b>BAS</b> <a href="https://mccormickcenter.nl.edu/about/">https://mccormickcenter.nl.edu/about/</a>	<b>ERS</b> <a href="http://www.ersi.info">www.ersi.info</a>
<b>CHILD</b> <a href="https://socialemotionalchild.org/">https://socialemotionalchild.org/</a>	<b>ICP</b> <a href="http://www.brookespublishing.com">www.brookespublishing.com</a>
<b>CLASS</b> <a href="https://teachstone.com/">https://teachstone.com/</a>	<b>PAS</b> <a href="https://mccormickcenter.nl.edu/about/">https://mccormickcenter.nl.edu/about/</a>
<b>DERS</b> <a href="https://www.ders-app.org/">https://www.ders-app.org/</a>	<b>PICCOLO</b> <a href="http://www.brookespublishing.com">www.brookespublishing.com</a>

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## Websites and Resources

<b>ROSIE</b> <a href="https://www.gryphonhouse.com/books/details/rating-observation-scale-for-inspiring-environments">https://www.gryphonhouse.com/books/details/rating-observation-scale-for-inspiring-environments</a>	<b>TPITOS</b> <a href="http://www.brookespublishing.com">www.brookespublishing.com</a>
<b>SPQA</b> <a href="http://cypq.org/assessments">http://cypq.org/assessments</a>	<b>TPOT</b> <a href="http://www.brookespublishing.com">www.brookespublishing.com</a>

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## Thank You

If you have questions after viewing this webinar, please contact a Program Quality Assessor for additional clarification.

Assessor contacts can be found in the Program Quality Assessment (PQA) Professional Development (PD) Catalog found at [www.pakeys.org](http://www.pakeys.org).

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