

## Program Observation Instruments (POI) Overview

**What are they?** Program Observation Instruments (POI) are used to objectively review program practices, highlight strengths, and identify opportunities for growth. POIs examine a range of practices including teacher-child interactions, classroom environments, and program leadership and management practices. Many programs use more than one POI in their continuous quality improvement (CQI) work.

**Why use them?** POIs provide a research-based framework for observation and documentation. POIs are a common way for the early childhood field to gather information, and discuss progress, best practice, and challenges. Using a POI supports consistent assessment and guides CQI goal setting.

**How to choose?** The POI selected should reflect the program's priorities for growth and consider identified strengths. Previous assessments and the interest and goals of staff should inform the selection process. Some questions to ask:

- What are our current challenges?
- What do we hope to learn?
- What are our short- and long-term goals?

**The following is a list of Keystone STARS approved POIs that provide feedback to programs, including current strengths and areas where improvements can be made:**

### **Business Administration Scale (BAS<sup>®</sup>)**

For use in family and group child care programs in a residential structure.

**Purpose:** Used to gather information about business and professional practices in family child care settings.

<http://mccormickcenter.nl.edu/program-evaluation/business-administration-scale-bas/>

### **Climate of Healthy Interactions for Learning and Development (CHILD<sup>®</sup>)**

For use in center based early childhood settings serving children in preschool classrooms.

**Purpose:** Used to gather information about social interactions, verbal and nonverbal behaviors including subtle and overt cues, and issues of equity and inclusion in the classroom setting.

<https://socialemotionalchild.org/>

### **Classroom Assessment Scoring System (CLASS®)**

Separate instruments for use in observing different age groups, including infants (Infant CLASS), toddlers (Toddler CLASS), preschoolers (Pre-K CLASS) and school-agers (K-3 CLASS).

**Purpose:** Used to gather information about teacher interactions, behaviors and responses.

<http://store.teachstone.com/>

### **Developmental Environment Rating Scale (DERS®)**

For use in family, group and center-based childcare settings serving children 2 ½ to 6 years.

**Purpose:** Used to gather information about practices that support children’s development of executive functions, literacy and social-emotional learning skills.

<https://www.ders-app.org/>

### **Environment Rating Scales (ERS®)**

Separate instruments for use in observing different age groups, including infants/toddlers (ITERS-R), preschoolers (ECERS-R and ECERS-3), school-age children (SACERS-U), and family childcare (FCCERS-R).

**Purpose:** Used to gather information about the early learning environment, health and safety practices, learning and play activities, and teacher interactions.

<http://www.ersi.info/>

### **Inclusive Classroom Profile (ICP™)**

For use in preschool classrooms serving children 2 to 5 years of age with identified disabilities.

**Purpose:** Used to gather information about the daily practices and classroom provisions that support the developmental needs of children with disabilities.

<https://brookespublishing.com/product/icp/>

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

Originally designed for use with parents to increase behaviors that support child development and can also be used in center based and family child care settings.

**Purpose:** Used to review positive behaviors and interactions that support better outcomes for children’s early development. PICCOLO can be scored from a 10-minute live observation or from a video.

<http://www.brookespublishing.com/resource-center/screening-and-assessment/piccolo/>

### **Program Administration Scale (PAS®)**

For use in programs located in commercial structures.

**Purpose:** Used to gather information on administration, leadership, and management practices in early childhood programs.

<http://mccormickcenter.nl.edu/program-evaluation/program-administration-scale-pas/>

### **Rating Observation Scale for Inspiring Environments (ROSIE)**

For use in center-based preschool programs.

**Purpose:** Used to gather information about the environment through a lens of natural elements that consider the function and adaptability of the space and the needs and interests of those who use it.

<https://www.youtube.com/watch?v=O-SDG-8kRLE>

### **School-Age Program Quality Assessment (SPQA)**

For use in center or school-based settings including full day out of school time and before and after school sites serving children in grades K-6.

**Purpose:** Used to measure staff practices and experiences of children by using an assess-plan-improve sequence.

[www.cypq.org](http://www.cypq.org)

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

For use in center-based programs using the Pyramid Model in infant and toddler classrooms.

**Purpose:** Used to gather information about how adult behaviors and the environment support the social-emotional development of infants and toddlers.

<https://brookespublishing.com/product/tpitos/>

<http://challengingbehavior.fmhi.usf.edu/>

### **Teaching Pyramid Observation Tool (TPOT™)**

For use in center-based programs using the Pyramid Model in preschool classrooms.

**Purpose:** Used to gather information about how adult behaviors and the environment support the social-emotional development of children ages 2-5 years.

<https://brookespublishing.com/product/tpot/>

<http://challengingbehavior.fmhi.usf.edu/>