

Program ID#: _____ Visit Date: _____

Assessor ID#: _____ Assessor Last Name: _____

Class Portfolio Review Time Start Time: _____ End Time: _____

Age category(ies) of children in this CP: ☐ Infant ☐ Toddler/Two
 ☐ Preschool ☐ Kindergarten
 ☐ School-Age

Class(es) in this CP:

Class Name: _____	Class Number: _____
Class Name: _____	Class Number: _____
Class Name: _____	Class Number: _____
Class Name: _____	Class Number: _____

Reliability Check: ☐ Yes ☐ No

Standard 1 – Relationships

1.C: Helping Children Make Friends

541.C.03ITPKS

Show or describe two examples of how you help make children's play more complex.☐Yes
☐No

Play: Children's active engagement and enjoyment of an activity and their ability to determine how the activity is carried out.

1.D: Creating a Predictable, Consistent, and Harmonious Classroom

711.D.01ITPKS

Show two models or visual images within your classroom that depict men and women in work, family, and personal roles.☐Yes
☐No

761.D.02TPKS

Show or describe one example of how children have opportunities to participate in decision making about class plans.☐Yes
☐No☐Not Age

781.D.03TPKS

Show or describe one example of how you have anticipated problematic behavior and taken steps to prevent it.☐Yes
☐No☐Not Age

Examples of problematic behavior: Temper tantrums, not following directions, persistent whining, conflicts with other children and adults.

Standard 2 – Curriculum

2.A: Curriculum: Essential Characteristics

1522.A.08ITPKS

Show or describe two examples of how you change classroom materials or equipment as children’s skill levels change over time.☐Yes
☐No

1532.A.08ITPKS

Show or describe one example of how you have changed classroom materials or equipment to accommodate the individual needs of a child in the class.☐Yes
☐No

Individual needs: Physical or mental health conditions that require special education services such as early intervention or individualized supports (special needs); special feeding needs; or needs that arise from adverse life conditions (such as poverty or family stress) that call for social services, supports, or monitoring.

Special needs: Physical or mental health conditions that require special education services, such as early intervention or individualized supports.

159	2.A.10	TPKS
Highlight and label two weeks of lesson plans to show where they include each of these content areas: literacy, mathematics, science, technology, creative expression and the arts, health and safety, social studies.		
<div><input type="checkbox"/>Yes</div> <div><input type="checkbox"/>No</div> <div><input type="checkbox"/>Not Age</div>		
<p><u>Technology</u>: Equipment and machinery developed from scientific knowledge.</p> <p><u>Examples of technology</u>: Hand tools, microscopes, computers, clocks, keys, plumbing, wagons.</p> <p><u>Examples of social studies</u>: Family, friends, community, social roles, social rules, geography, money, businesses, governments.</p> <p><u>Lesson plan</u>: Broadly defined as a guide for teaching staff to implement learning activities and opportunities. Lesson plans should include learning goal(s), methods/procedures for reaching the learning goals, and a method for evaluating how well the learning goal(s) were achieved. Lesson plans may be documented through written daily/weekly/monthly planning documents, curriculum webbing, reflection/evaluation documents.</p>		

166	2.A.12	PKS
Show or describe two examples of play experiences you have planned which are related to learning themes in the curriculum.		
<div><input type="checkbox"/>Yes</div> <div><input type="checkbox"/>No</div> <div><input type="checkbox"/>Not Age</div>		
<p><i>Play</i>: Children's active engagement and enjoyment of an activity and their ability to determine how the activity is carried out.</p> <p><i>Examples of curriculum themes or topics</i>: Seasons, farm animals, transportation, insects.</p>		

2.C: Areas of Development: Physical Development

207	2.C.04	PKS
Show or describe two examples of activities and materials that give children the chance to play physical games with rules and structure.		
<div><input type="checkbox"/>Yes</div> <div><input type="checkbox"/>No</div> <div><input type="checkbox"/>Not Age</div>		
<p><i>Examples of physical games with rules and structure</i>: Hokey Pokey, Simon Says, Red Light/Green Light, hopscotch, tag.</p>		

2.D: Areas of Development: Language Development

230	2.D.06	PKS
Show or describe two examples of how you teach children to have discussions with each other to resolve interpersonal problems.		
<div><input type="checkbox"/>Yes</div> <div><input type="checkbox"/>No</div> <div><input type="checkbox"/>Not Age</div>		
<p><i>Interpersonal problems</i>: Conflicts, disagreements, or misunderstandings between children or between children and staff.</p>		

231	2.D.06	PKS
Show or describe two examples of how you teach children to have discussions with each other to solve problems related to the physical world.		
<div><input type="checkbox"/>Yes</div> <div><input type="checkbox"/>No</div> <div><input type="checkbox"/>Not Age</div>		
<p><i>Examples of problems related to the physical world</i>: How to retrieve a ball that has gone over a fence, using ramps to make cars go faster or further, putting puzzle pieces together.</p>		

2.E: Curriculum Content Area for Cognitive Development: Early Literacy

241	2.E.01	IT
Show two examples of songs you sing to infants, toddlers, or twos during teacher-child one-on-one play.		
<div><input type="checkbox"/>Yes</div> <div><input type="checkbox"/>No</div> <div><input type="checkbox"/>Not Age</div>		
<p><i>Play</i>: Children's active engagement and enjoyment of an activity and their ability to determine how the activity is carried out.</p>		

242	2.E.01	IT
Show two examples of simple rhymes you share with infants, toddlers, or twos during teacher-child one-on-one play.		<div><input type="checkbox"/>Yes</div> <div><input type="checkbox"/>No</div> <div><input type="checkbox"/>Not Age</div>
243	2.E.01	I
Show two examples of interactive, routine games you share with infants during teacher-child one-on-one play.		<div><input type="checkbox"/>Yes</div> <div><input type="checkbox"/>No</div> <div><input type="checkbox"/>Not Age</div>
<i>Examples of routine games: Patty-Cake, peek-a-boo, and Itsy-bitsy Spider.</i>		
245	2.E.01	IT
Show picture books, wordless books, and rhyming books (two or more of each) that are available to infants, toddlers, or twos every day.		<div><input type="checkbox"/>Yes</div> <div><input type="checkbox"/>No</div> <div><input type="checkbox"/>Not Age</div>
<i>Wordless books: Books with no words or few words, in which information or narrative is conveyed primarily through imagery.</i>		
249	2.E.02	T
Show two examples of songs or games involving sequences of gestures you share with toddlers or twos during teacher-child one-on-one play.		<div><input type="checkbox"/>Yes</div> <div><input type="checkbox"/>No</div> <div><input type="checkbox"/>Not Age</div>
<i>Examples of games involving sequences of gestures: Where is Thumbkin, This Little Piggy.</i>		
250	2.E.02	T
Show or describe two examples of ways you help toddlers or twos understand that pictures (in books, on screen, or elsewhere) can represent real things in the environment.		<div><input type="checkbox"/>Yes</div> <div><input type="checkbox"/>No</div> <div><input type="checkbox"/>Not Age</div>
258	2.E.03	TPKS
Show or describe two examples of ways you help children connect print to spoken word.		<div><input type="checkbox"/>Yes</div> <div><input type="checkbox"/>No</div> <div><input type="checkbox"/>Not Age</div>
<i>Examples of print: Labels, classroom rules/routines, signs, posted letters, words, or sentences.</i>		
280	2.E.04	PKS
Show or describe how children have chances to retell or reenact events in storybooks.		<div><input type="checkbox"/>Yes</div> <div><input type="checkbox"/>No</div> <div><input type="checkbox"/>Not Age</div>
282	2.E.04	PKS
Show two examples of lesson plans that link books to current learning topics, themes, or activities.		<div><input type="checkbox"/>Yes</div> <div><input type="checkbox"/>No</div> <div><input type="checkbox"/>Not Age</div>
290	2.E.05	PKS
Show that writing materials or activities are readily available in three learning centers other than the writing center.		<div><input type="checkbox"/>Yes</div> <div><input type="checkbox"/>No</div> <div><input type="checkbox"/>Not Age</div>
<i>Learning centers: Defined areas within a classroom prepared with a selection of materials that promote learning in a specific content area, such as art or science.</i>		
<i>Examples of learning centers: Blocks/construction, writing table, woodworking, library, creative arts, manipulatives, science and collections.</i>		
292	2.E.05	PKS
Show through lesson plans or activity schedules that children have daily opportunities to write or dictate their ideas.		<div><input type="checkbox"/>Yes</div> <div><input type="checkbox"/>No</div> <div><input type="checkbox"/>Not Age</div>

293	2.E.05	PKS
Show or describe how you help children write the words and messages they are trying to communicate.		<div><input type="checkbox"/>Yes</div> <div><input type="checkbox"/>No</div> <div><input type="checkbox"/>Not Age</div>
295	2.E.05	PKS
Show that printed words about topics of current interest are posted in the classroom at eye level or made available on laminated cards.		<div><input type="checkbox"/>Yes</div> <div><input type="checkbox"/>No</div> <div><input type="checkbox"/>Not Age</div>
296	2.E.05	PKS
Show and describe two examples of how you model the process of print writing.		<div><input type="checkbox"/>Yes</div> <div><input type="checkbox"/>No</div> <div><input type="checkbox"/>Not Age</div>
<i>Writing: The act of communicating thoughts, ideas, and information to others through use of print.</i>		
<i>Examples of writing: Lists, charts and graphs, letters, reflections on and responses to experiences, notes, instructions, signs, rules, procedures.</i>		
297	2.E.05	PKS
Show one example of a lesson plan about how writing is used in daily life.		<div><input type="checkbox"/>Yes</div> <div><input type="checkbox"/>No</div> <div><input type="checkbox"/>Not Age</div>
<i>Examples of ways writing is used in daily life: Shopping lists, letters, cards, journals/diaries, e-mail, online-posts.</i>		
320	2.E.10	KS
Show one example of a lesson plan in which you play a game that encourages kindergarteners and school-agers to identify phonemes in words.		<div><input type="checkbox"/>Yes</div> <div><input type="checkbox"/>No</div> <div><input type="checkbox"/>Not Age</div>
<i>Phonemes: An individual sound within a spoken word.</i>		
<i>Examples of phonemes: The word "cat" is made up of 3 phonemes -- /k/, /æ/, and /t/ sounds.</i>		
322	2.E.11	KS
Show that kindergarteners' and school-agers' schedules allow for time to write independently each day.		<div><input type="checkbox"/>Yes</div> <div><input type="checkbox"/>No</div> <div><input type="checkbox"/>Not Age</div>
2.F: Curriculum Content Area for Cognitive Development: Early Mathematics		
334	2.F.01	ITPKS
Show examples of toys and other materials of different shapes, sizes, colors, and visual patterns (two examples of each).		<div><input type="checkbox"/>Yes</div> <div><input type="checkbox"/>No</div>
<i>Examples of patterns: Polka dots, stripes, zigzags, checkerboard, hounds tooth, paisley.</i>		
340	2.F.02	TPKS
Show or describe two examples of experiences or materials you provide that help children learn about number concepts.		<div><input type="checkbox"/>Yes</div> <div><input type="checkbox"/>No</div> <div><input type="checkbox"/>Not Age</div>
<i>Number concepts: The understanding of cardinal and ordinal number systems as related to objects and quantities and the static and dynamic nature of these relationships.</i>		
<i>Examples of number concepts: Teachers counting out-loud for toddlers and twos, children counting, books, games, use of manipulatives, sequencing.</i>		
351	2.F.06	PKS
Show two lesson plans in which children learn to understand basic concepts of geometry.		<div><input type="checkbox"/>Yes</div> <div><input type="checkbox"/>No</div> <div><input type="checkbox"/>Not Age</div>

Examples of basic concepts of geometry: Naming and recognizing two- and three-dimensional shapes, recognizing how figures are composed of different shapes.

356	2.F.08	P
Show two lesson plans in which children learn to understand repeating patterns.		
<div><input type="checkbox"/>Yes</div> <div><input type="checkbox"/>No</div> <div><input type="checkbox"/>Not Age</div>		
<i>Repeating patterns: Sequences of colors, shapes, sounds, or other attributes that occur again and again.</i>		
<i>Examples of repeating patterns: Circle, circle, square, circle, circle, square...; yellow, blue, red, yellow blue, red...</i>		

358	2.F.09	KS
Show two lesson plans in which kindergartners make and record measurements of things.		
<div><input type="checkbox"/>Yes</div> <div><input type="checkbox"/>No</div> <div><input type="checkbox"/>Not Age</div>		

360	2.F.10	KS
Show two lesson plans in which kindergartners create, represent, discuss and/or extend repeating and growing patterns.		
<div><input type="checkbox"/>Yes</div> <div><input type="checkbox"/>No</div> <div><input type="checkbox"/>Not Age</div>		
<i>Repeating patterns: Sequences of colors, shapes, sounds, or other attributes that occur again and again.</i>		
<i>Examples of repeating patterns: Circle, circle, square, circle, circle, square...; yellow, blue, red, yellow blue, red...</i>		
<i>Examples of growing patterns: 1, 2, 4, 8...; yellow, blue, yellow, blue, red, yellow, blue, red, green...</i>		

364	2.F.12	KS
Show or describe two examples of materials or experiences that encourage kindergartners and school-agers to do addition, subtraction, and other numerical functions using numerical symbols and operators.		
<div><input type="checkbox"/>Yes</div> <div><input type="checkbox"/>No</div> <div><input type="checkbox"/>Not Age</div>		
<i>Examples of numerical symbols: 1, 2, 3, ¼</i>		
<i>Examples of numerical operators: +, /, -, √, ≤</i>		

2.G: Curriculum Content Area for Cognitive Development: Science

370	2.G.01	ITPKS
Show six toys or classroom materials that provide interesting sensory experiences in sight, sound, and touch (two of each).		
<div><input type="checkbox"/>Yes</div> <div><input type="checkbox"/>No</div>		

371	2.G.01	IT
Show two toys, materials, or activities designed for infants, toddlers, or twos to play with to make things happen.		
<div><input type="checkbox"/>Yes</div> <div><input type="checkbox"/>No</div> <div><input type="checkbox"/>Not Age</div>		
<i>Play: Children's active engagement and enjoyment of an activity and their ability to determine how the activity is carried out.</i>		

372	2.G.01	IT
Show two toys, materials, or activities designed for infants, toddlers, or twos to play with and discover how to solve simple problems.		
<div><input type="checkbox"/>Yes</div> <div><input type="checkbox"/>No</div> <div><input type="checkbox"/>Not Age</div>		
<i>Play: Children's active engagement and enjoyment of an activity and their ability to determine how the activity is carried out.</i>		

381	2.G.02	PKS
Show two lesson plans that teach children about the structure and properties of matter.		
<div><input type="checkbox"/>Yes</div> <div><input type="checkbox"/>No</div> <div><input type="checkbox"/>Not Age</div>		
<i>Examples of structure and properties of matter: Concepts such as hard, soft, float, sink, liquid, heavy.</i>		
<i>Matter: The substance of which a physical object is composed.</i>		
<i>Examples of matter: Wood, dirt, rock, cork, water, oil, flesh.</i>		

3922.G.05PKS

Show two lesson plans in which children collect data, then represent their findings (for example, drawing or graphing).
☐ Yes ☐ No ☐ Not Age
Data: Broadly defined as factual information and may relate to any of the curriculum content areas (not just science).

3962.G.06PKS

Show two lesson plans in which you encourage children to ask questions or make predictions about natural and physical phenomena.
☐ Yes ☐ No ☐ Not Age
Examples of mathematical terms: More, less, big, little, longer, round, square, add, plus, inch, measure, take away, equals, volume, mass, how many, five, first.

3992.G.08PKS

Show or describe two ways you teach children to learn and use science-related vocabulary.
☐ Yes ☐ No ☐ Not Age
Examples of science-related vocabulary: Melt, freeze, hot, cold, sink, float, earth, insect, life, seed, and weather.

2.H: Curriculum Content Area for Cognitive Development: Technology

4072.H.03PKS

Show two lesson plans in which you use technology to enrich your curriculum.
☐ Yes ☐ No ☐ Not Age
Technology: Equipment and machinery developed from scientific knowledge.
Examples of technology: Hand tools, microscopes, computers, clocks, keys, plumbing, wagons.

2.J: Curriculum Content Area for Cognitive Development: Creative Expression and Appreciation for the Arts

4122.J.01ITPKS

Show two lessons plans that help children appreciate visual arts from different cultures.
☐ Yes ☐ No
Visual arts: creations that can be observed and appreciated.
Examples of visual arts: Painting, drawing, sculpture, photos, mask-making, fabric arts, basketry, architecture.

4142.J.01ITPKS

Show two lessons plans that help children appreciate dramatic arts from different cultures.
☐ Yes ☐ No
Dramatic arts: Arts created for the purpose of public performance.
Examples of dramatic arts: Acting, (including dress-up), puppetry, musical recital, mime.

4172.J.02IT

Show two lesson plans that provide infants, toddlers, or twos with chances to explore and manipulate age-appropriate art materials.
☐ Yes ☐ No ☐ Not Age

4262.J.04TPKS

Provide two examples showing or describing how you teach vocabulary and/or concepts related to visual arts.
☐ Yes ☐ No ☐ Not Age
Visual arts: Creations that can be observed and appreciated.
Examples of visual arts: Painting, drawing, sculpture, photos, mask-making, batik, quilts, basketry, architecture.
Examples of concepts and vocabulary related to visual arts: Texture, smooth, bumpy, media, pain, sculpture, collage, brushes, watercolors, clay, Picasso, DaVinci.

4272.J.04TPKS

Provide two examples showing or describing how you teach vocabulary and/or concepts related to music.

☐Yes☐No☐Not Age

Examples of concepts and vocabulary related to music: Tempo, musician, rhythm, jazz, classical, reggae, instruments, drum, flute, Bach, Raffi, Bob Marley.

4282.J.04TPKS

Provide two examples showing or describing how you teach vocabulary and/or concepts related to drama.

☐Yes☐No☐Not Age

Drama: Drama is broadly defined as the acting-out of a story through dialogue or pantomime. Defined broadly, drama includes dramatic or pretend play.

Examples of concepts and vocabulary related to drama: Pretend, imagine, emotions, act, make believe.

4292.J.04TPKS

Provide two examples showing or describing how you teach vocabulary and/or concepts related to dance.

☐Yes☐No☐Not Age

Examples of concepts and vocabulary related to dance: Movements, slide, jump, wiggle, ballet, tap, roll, float, Swan Lake.

15542.J.06PKS

Show three examples of opportunities and materials you provide for children to create three-dimensional art.

☐Yes☐No☐Not Age

2.L: Curriculum Content Area for Cognitive Development: Social Studies

4752.L.03TPKS

Show or describe two ways you help children learn about the diversity of family structure in society.

☐Yes☐No☐Not Age

Examples of family structures: Nuclear family, single-parent family, extended family, childless family, step-family, grandparent family, and families including adopted members, same-sex spouses, unwed partners, teen-aged parents.

4762.L.03TPKS

Show or describe two ways you help children learn about people with differing abilities.

☐Yes☐No☐Not Age

4782.L.03TPKS

Show or describe two ways you help children learn about people of various ages (very young to elders) doing a wide range of jobs and/or activities.

☐Yes☐No☐Not Age

4852.L.05TPKS

Show or describe two ways you help children learn specific details about the actual community in which they live.

☐Yes☐No☐Not Age

Generic books and posters about community resources or community helpers are insufficient to meet this item.

Community: The specific locality of a group of people with shared governmental, cultural, historical, social, religious, or occupational heritage.

Examples of community: Military bases; workplaces; academic campuses; local business, towns; neighborhoods; residential, and recreational areas or landmarks.

4972.L.07PKS

Show or describe two ways you help children learn about the physical and geographic characteristics of their local environment.

☐ Yes ☐ No ☐ Not Age

Examples of geographic characteristics: Rivers, gardens, mountains, parks, buildings, community businesses, and neighborhood layout.

5062.L.10PKS

Show or describe two examples of how you provide children with opportunities or materials that help them build a basic understanding of economic concepts.

☐ Yes ☐ No ☐ Not Age

Examples of economic concepts: Money, buying and selling, wants and needs, the value of things.

15562.L.08PKS

Show one example of information or resources about eco-healthy practices the program provides to families.

☐ Yes ☐ No ☐ Not Age

Eco-healthy practices: Practices that reduce or eliminate environmental hazards for young children in early learning environments.

Examples of eco-healthy practices: Using non-toxic chemicals and cleaners, washing fruits and vegetables before consumption, using non-VOC or low-VOC (Volatile Organic Compound) products and furnishings.

Standard 3 – Teaching3.A: Designing Enriched Learning Environments

5163.A.01ITPKS

Show or describe two ways in which teaching staff, program staff, and/or consultants work as a team to implement individualized plans for children. Such plans may include any Individualized Family Service Plans (IFSPs) and Individualized Education Programs (IEPs).

☐ Yes ☐ No

Consultants: Individuals outside of the program who are invited into the program to support staff efforts to meet the needs of children and families.

Examples of individualized plans for children: Behavior management plans, toilet training, plans to meet special feeding or sleeping needs, medication administration plans.

Individualized family service plan (IFSP): A plan to ensure free and appropriate public education (FAPE) for children with developmental delays aged birth to three years, in compliance with the Individuals with Disabilities Education Act (IDEA) Part C.

Individualized education plan (IEP): A plan to ensure free and appropriate public education (FAPE) for children with developmental delays aged three to 21 years, in compliance with the Individuals with Disabilities Education Act (IDEA) Part B.

5343.A.06ITPKS

Show two classroom displays they have created to help children reflect on and extend their learning.

☐ Yes ☐ No

3.B: Creating Caring Communities for Learning

5693.B.11TPKS

Show or describe two activities or lesson plans that encourage children to share their ideas or experiences.

☐ Yes ☐ No ☐ Not Age

3.D: Using Time, Grouping, and Routine to Achieve Learning Goals

603 3.D.05 PKS

Show two examples of lesson plans in which preschool, kindergarten, and school-age children experience change in materials or events across a period of several days. ☐Yes ☐No ☐Not Age

Lesson plan: Broadly defined as a guide for teaching staff to implement learning activities and opportunities. Lesson plans should include learning goal(s), methods/procedures for reaching the learning goals, and a method for evaluating how well the learning goal(s) were achieved. Lesson plans may be documented through written daily/weekly/monthly planning documents, curriculum webbing, reflection/evaluation documents.

623 3.D.10 TPKS

Show or describe two examples of how you organize time or space so children can play or work alone. ☐Yes ☐No ☐Not Age

Play: Children's active engagement and enjoyment of an activity and their ability to determine how the activity is carried out.

629 3.D.11 ITPKS

Show two lesson plans that provide children with opportunities to engage in group projects. ☐Yes ☐No

Lesson plan: Broadly defined as a guide for teaching staff to implement learning activities and opportunities. Lesson plans should include learning goal(s), methods/procedures for reaching the learning goals, and a method for evaluating how well the learning goal(s) were achieved. Lesson plans may be documented through written daily/weekly/monthly planning documents, curriculum webbing, reflection/evaluation documents.

Examples of group projects: Activities that require children to work collaboratively to achieve a goal or create a finished product.

630 3.D.11 ITPKS

Show two lesson plans that provide children with opportunities to learn from one another. ☐Yes ☐No

1598 3.D.05 PKS

Show two examples of lesson plans in which preschool, kindergarten, and school-age children experience change in materials or events across a period of several weeks. ☐Yes ☐No ☐Not Age

Lesson plan: Broadly defined as a guide for teaching staff to implement learning activities and opportunities. Lesson plans should include learning goal(s), methods/procedures for reaching the learning goals, and a method for evaluating how well the learning goal(s) were achieved. Lesson plans may be documented through written daily/weekly/monthly planning documents, curriculum webbing, reflection/evaluation documents.

1599 3.D.05 PKS

Show two examples of lesson plans in which preschool, kindergarten, and school-age children experience change in materials or events across a period of months. ☐Yes ☐No ☐Not Age

Lesson plan: Broadly defined as a guide for teaching staff to implement learning activities and opportunities. Lesson plans should include learning goal(s), methods/procedures for reaching the learning goals, and a method for evaluating how well the learning goal(s) were achieved. Lesson plans may be documented through written daily/weekly/monthly planning documents, curriculum webbing, reflection/evaluation documents.

1600	3.D.05	IT
Show or describe two examples of lesson plans in which infants and toddlers revisit experiences and materials across periods of days or weeks.		<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Age
<i>Lesson plan: Broadly defined as a guide for teaching staff to implement learning activities and opportunities. Lesson plans should include learning goal(s), methods/procedures for reaching the learning goals, and a method for evaluating how well the learning goal(s) were achieved. Lesson plans may be documented through written daily/weekly/monthly planning documents, curriculum webbing, reflection/evaluation documents.</i>		

3.E: Responding To Children’s Interests and Needs

642	3.E.02	ITPKS
Show or describe one example of a time you modified the class schedule, when necessary, to scaffold children’s learning.		<input type="checkbox"/> Yes <input type="checkbox"/> No
<i>Scaffolding: Teachers “provide assistance and/or add support to enable each child to master a challenge just beyond his current level. The teacher gradually reduces the support as the child is able to proceed independently.” Developmentally Appropriate Practice, 3rd Edition Page 154.</i>		

643	3.E.02	ITPKS
Show or describe one example of how you intentionally rearranged classroom equipment, when necessary, to scaffold children’s learning.		<input type="checkbox"/> Yes <input type="checkbox"/> No
<i>Examples of rearranging the classroom: Staff expand learning centers or move furniture. Scaffolding: Teachers “provide assistance and/or add support to enable each child to master a challenge just beyond his current level. The teacher gradually reduces the support as the child is able to proceed independently.” Developmentally Appropriate Practice, 3rd Edition Page 154.</i>		

646	3.E.03	ITPKS
Show or describe one example of how you changed a lesson plan if children showed interest in a different topic or activity.		<input type="checkbox"/> Yes <input type="checkbox"/> No

649	3.E.03	ITPKS
Show or describe one example of how you adapt your teaching strategies to best fit each child’s learning style.		<input type="checkbox"/> Yes <input type="checkbox"/> No
<i>Examples of Teaching Strategies: small and large group activities, teacher-or child-directed activities, “expanding upon” activities, modeling behavior, asking children open-ended questions, and encouraging children to maintain being engaged in activities. Learning style: Each person’s preferred way of taking in and remembering new information. Examples of learning style: Visual, auditory, kinesthetic, sequential, reflective.</i>		

650	3.E.04	ITPKS
Show or describe one example of how you modify classroom materials, when necessary, to best fit each child’s learning style.		<input type="checkbox"/> Yes <input type="checkbox"/> No
<i>Learning style: Each person’s preferred way of taking in and remembering new information. Examples of learning style: Visual, auditory, kinesthetic, sequential, reflective.</i>		

660	3.E.08	TPKS
Show or describe one example of how you have customized a learning experience based on your knowledge of a child’s ideas and interests.		<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Age

661	3.E.08	TPKS
Show or describe one example of how you have customized a learning experience, based on your knowledge of a child’s skills.		<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Age
<i>Examples of skills: Tooth brushing, assembling a puzzle, putting on a coat, holding a pencil or any other skill that the children are learning.</i>		

3.F: Making Learning Meaningful for All Children

676	3.F.06	ITPKS
Show two examples of classroom experiences you have created that involve members of children’s families.		<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Age

3.G: Using Instruction to Deepen Children’s Understanding and Build Their Skills and Knowledge

694	3.G.03	ITPKS
Show or describe one example of how you have made activities a little more difficult as children refine skills or gain new skills, to advance each child’s further learning (scaffolding).		<input type="checkbox"/> Yes <input type="checkbox"/> No
<i>Scaffolding: Teachers “provide assistance and/or add support to enable each child to master a challenge just beyond his current level. The teacher gradually reduces the support as the child is able to proceed independently.” Developmentally Appropriate Practice, 3rd Edition Page 154.</i>		

707	3.G.08	TPKS
Show one lesson plan that extends and challenges children’s current understanding of the world.		<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Age

710	3.G.09	TPKS
Show or describe how you engage in collaborative inquiry, sometimes with individual children and sometimes with small groups of children.		<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Age
<i>Collaborative inquiry ("co-inquiry"): A teaching method in which teachers and children together learn about something by asking questions, engaging in discussions, gathering and assessing data, and determining next steps for answering new questions.</i>		
<i>Small group: Two to six children.</i>		

715	3.G.11	TPKS
Show or describe one lesson plan of a skill you taught by breaking it down into meaningful and achievable parts.		<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Age
<i>Lesson plan: Broadly defined as a guide for teaching staff to implement learning activities and opportunities. Lesson plans should include learning goal(s), methods/procedures for reaching the learning goals, and a method for evaluating how well the learning goal(s) were achieved. Lesson plans may be documented through written daily/weekly/monthly planning documents, curriculum webbing, reflection/evaluation documents.</i>		
<i>Examples of skills: Tooth brushing, assembling a puzzle, putting on a coat, holding a pencil, or any other skill that the children are learning.</i>		

Standard 4 – Assessment of Child Progress

4.B: Using Appropriate Assessment Methods

750 4.B.05 ITPKS ☐ N/A

If child portfolios are used as an assessment method, show or explain how you make it meaningful and relevant for dual language learners. ☐ Yes
☐ No
Rate NA if the program does not use child portfolios as an assessment method.

751 4.B.05 ITPKS ☐ N/A

If child portfolios are used as an assessment method, show or explain how the results are used to create activities or lesson plans. ☐ Yes
☐ No
Rate NA if the program does not use child portfolios as an assessment method.

1512 4.B.05 ITPKS ☐ N/A

If child portfolios are used as an assessment method, show or explain how you make it meaningful and relevant for children with special needs. ☐ Yes
☐ No
Rate as NA if the program does not use child portfolios as an assessment method.
Special needs: Physical or mental health conditions that require special education services such as early intervention or individualized supports.

4.C: Identifying Children’s Interests and Needs and Describing Children’s Progress

761 4.C.03 ITPKS

Show one example of how you refer to curriculum goals when interpreting assessment data. ☐ Yes
☐ No

4.D: Adapting Curriculum, Individualizing Teaching, and Informing Program Development

763 4.D.01 ITPKS

Show two examples of how information from an observational assessment you conducted was used to create an individualized activity. ☐ Yes
☐ No

764 4.D.01 ITPKS

Show two examples of how information from an observational assessment you conducted was used to create an individualized teaching approach. ☐ Yes
☐ No

778 4.D.06 I

Show or describe two examples of how you modify your interactions and caretaking routines for infants based on observations or anecdotal notes. ☐ Yes
☐ No ☐ Not Age
Anecdotal notes: Written narrative descriptions recorded after the observed behavior(s) occurs.

4.E: Communicating with Families and Involving Families in the Assessment Process

7834.E.01ITPKS

Show or describe two examples of how you provide ongoing opportunities for families to contribute their observations from home to the child assessment process.

☐Yes☐No

Information solicited one time only, at enrollment, is not considered to be ongoing unless there are additional opportunities for families to update such information over time.

Standard 7 – Families

7.B: Sharing Information between Staff and Families

11187.B.05IT

Show or describe two examples of how you communicate daily with the families of infants, toddlers, or twos about each child’s developmental milestones, individual activities, and shared caregiving issues.

☐Yes☐No☐Not Age

11227.B.06PKS

Show or describe two examples of how you communicate at least weekly with the families of preschoolers or kindergartners about each child’s developmental milestones, individual activities, and shared caregiving issues.

☐Yes☐No☐Not Age

Global Ratings				
Make the following global ratings of observation quality. Before rating, consider the specific mid-point and end-point descriptions for each scale. For each item, circle the number that most accurately describes this observation.				
Quantity & Quality of CP Evidence	Very Little/Too Much; Poor Examples	Average Amount & Quality	Right Amount; Above Average/Well-Chosen Examples	
	1 <input type="checkbox"/> 2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Organization of CP Evidence (ordered, labeled, highlighted)	No Order, Labels, or Highlights	Ordered; Some Labels/Highlights	Every Piece is Fully Organized	
	1 <input type="checkbox"/> 2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Evidence Was Organized In:	<input type="checkbox"/> Binders <input type="checkbox"/> Folders <input type="checkbox"/> Other _____			
Notes				