

# Accreditation Observation Tool: All Ages

Program ID#: \_\_\_\_\_

Visit Date: \_\_\_\_\_

MM/DD/YYYY

Assessor ID#: \_\_\_\_\_

Assessor Last Name: \_\_\_\_\_

Class Name: \_\_\_\_\_

Class Number: \_\_\_\_\_

Age category(s) of children in this class:

Infant

Toddler

Preschool

Kindergarten

<i>Educators present during observation: Write only one name in each space. Additional staff can be added to the end-notes.</i>	
1.	2.
3.	4.
<i>Other adults present during observation: Write only one name in each space. Additional staff can be added to the end-notes.</i>	
1.	2.
3.	4.

Class Observation Time:

Start Time: \_\_\_\_\_

End Time: \_\_\_\_\_

hh:mm AM/PM

hh:mm AM/PM

Time Exception:

Start Time: \_\_\_\_\_

End Time: \_\_\_\_\_

hh:mm AM/PM

hh:mm AM/PM

N/A

Learning Areas Assessed	Observation	Time Exception
Indoor Classroom	<input type="checkbox"/>	<input type="checkbox"/>
Outdoor Classroom	<input type="checkbox"/>	<input type="checkbox"/>
Indoor Gross Motor	<input type="checkbox"/>	<input type="checkbox"/>
Outdoor Playground	<input type="checkbox"/>	<input type="checkbox"/>
Library	<input type="checkbox"/>	<input type="checkbox"/>
Communal Activity Area	<input type="checkbox"/>	<input type="checkbox"/>
Gymnasium	<input type="checkbox"/>	<input type="checkbox"/>
Sleeping/Napping Area	<input type="checkbox"/>	<input type="checkbox"/>
Gallery/Exhibit Space	<input type="checkbox"/>	<input type="checkbox"/>
Corridors/Stairwells	<input type="checkbox"/>	<input type="checkbox"/>
Art Studio	<input type="checkbox"/>	<input type="checkbox"/>
Bathrooms – Outside Classroom	<input type="checkbox"/>	<input type="checkbox"/>
Bathrooms – Inside Classroom	<input type="checkbox"/>	<input type="checkbox"/>
Other:	<input type="checkbox"/>	<input type="checkbox"/>
Other:	<input type="checkbox"/>	<input type="checkbox"/>
Other:	<input type="checkbox"/>	<input type="checkbox"/>

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Safe Infant Sleep – Alternative Sleeping Positions Authorized		
<input type="checkbox"/> N/A – There are no infants less than 12 months in this class.		
<input type="checkbox"/> There are no physician authorizations for infants younger than 12 months in this class.		
<input type="checkbox"/> One or more infants under 12 months has a physician’s authorization in this class.		
Child’s First Initial, Last Name	Date of Birth	Verified
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>

IEPs, IFSPs, and 504 Plans		
Are there children with disabilities in the class today?		Yes <input type="checkbox"/> No <input type="checkbox"/>
Are there children with disabilities in the class, although not here today?		Yes <input type="checkbox"/> No <input type="checkbox"/>
<input type="checkbox"/> Specific learning disability	<input type="checkbox"/> Multiple disabilities	
<input type="checkbox"/> Speech/language impairment	<input type="checkbox"/> Hearing impairment/Deafness	
<input type="checkbox"/> Other health impairment	<input type="checkbox"/> Orthopedic impairment	
<input type="checkbox"/> Autism spectrum disorder	<input type="checkbox"/> Visual impairment/blindness	
<input type="checkbox"/> Intellectual disability	<input type="checkbox"/> Traumatic brain injury	
<input type="checkbox"/> Emotional disturbance	<input type="checkbox"/> Deaf-blindness	
<input type="checkbox"/> Developmental Delay	<input type="checkbox"/> Other:	
<b>Notes:</b>		

Reliability Check?      Yes       No

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## Standard 1:

### Creating a Caring and Equitable Community of Learners (through Relationships and More)

*Key Indicator of Quality: The program promotes positive relationships with each child and family in ways that promote individual children's self-worth.*

#### O.1.01 I T P K

Educators consider children's differing activity levels when relating to each child.  Yes  No

**Item Rating Notes:**

#### O.1.02 I

Infant educators regularly communicate with individual infants (e.g., talk, coo, sing to, and repeat infant sounds).  Yes  No  N/A

**Item Rating Notes:**

*Key Indicator of Quality: The program encourages belonging as part of a caring community of learners.*

#### O.1.03 I

Educators facilitate infants' interest in looking at, touching, or vocalizing to others.  Yes  No  N/A

**Item Rating Notes:**

#### O.1.04 T P K

When toddler, preschool, and kindergarten children are in conflict, educators support them in thinking of alternative solutions rather than immediately providing a solution.  Yes  No  N/A

**Item Rating Notes:**

#### O.1.05 I T P K

Educators use narration and description of ongoing interactions to identify or model prosocial behaviors in children.  Yes  No

**Item Rating Notes:**

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## O.1.06 T P K

Educators guide and support toddlers, preschoolers, and kindergarteners in regulating their physical impulses.

Yes  No  N/A

**Item Rating Notes:**

*Key Indicator of Quality: The program identifies and addresses potential biases that exist within the staff and program structures.*

## O.1.07 I T P K

Materials in the learning environment show persons with differing abilities engaged in activities that counteract stereotypical limitations.

Yes  No

**Item Rating Notes:**

## O.1.08 I T P K

Materials in the learning environment represent the racial, ethnic, and cultural identities of the children and families in the program as well as society at large. These materials are not stereotypical, books are written by diverse authors and depict people in a variety of roles.

Yes  No

**Item Rating Notes:**

## Standard 2:

### Engaging in Reciprocal Partnerships with Families and Fostering Community Connections

*Key Indicator of Quality: The program establishes and maintains reciprocal partnerships and relationships with each child's family.*

## O.2.01 I T P K

Staff communication with families is culturally sensitive and professional.

Yes  No  N/A

**Item Rating Notes:**

# Accreditation Observation Tool: All Ages

## Standard 3:

### Planning and Implementing an Engaging Curriculum to meet Meaningful Goals

*Key Indicator of Quality: The program plans and implements a curriculum or learning approach that is child-centered, play-based, and holistic.*

#### O.3.01 I T P K

Children are provided opportunities to engage in playful learning activities. Yes No

**Item Rating Notes:**

#### O.3.02 I T P K

Children are provided opportunities to engage in self-directed play and learning. Yes No

**Item Rating Notes:**

#### O.3.03 I T P K

Educators integrate ideas and content across multiple learning domains in observed conversations and activities. Yes No

**Item Rating Notes:**

*Key Indicator of Quality: The curriculum or learning approach provides educators with clear and comprehensive guidelines on when to introduce and build upon learning in each of the following domains: social and emotional development, physical development, language and communication development, cognitive development, and creative arts.*

#### O.3.04 I T

Infant and toddler educators use co-regulation to help children manage their emotions. Yes No N/A

**Item Rating Notes:**

#### O.3.05 I T P K

Children have chances to recognize and name their own and other's feelings. Yes No N/A

**Item Rating Notes:**

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### O.3.06 T P K

Toddlers, preschoolers, and kindergarteners have chances to understand that others may have different thoughts and opinions than their own.

Yes  No  N/A

**Item Rating Notes:**

### O.3.07 I T

Infant and toddler learning environments provide children with access to a variety of materials and activities that promote freedom of movement (e.g., rolling, crawling, walking, ball play, balancing).

Yes  No  N/A

**Item Rating Notes:**

### O.3.08 P K

Preschool and kindergarten learning environments provide children with access to a variety of materials and activities that encourage vigorous exercise and physical skills (e.g., catching, running, balancing, jumping, and climbing).

Yes  No  N/A

**Item Rating Notes:**

### O.3.09 I T P K

Learning environments provide children with access to a variety of materials and activities that encourage development of fine motor skills.

Yes  No

**Item Rating Notes:**

### O.3.10 T P K

Toddler, preschool, and kindergarten learning environments provide children with visual displays and educators use planned conversation or verbal reminders to support healthy hygiene habits.

Yes  No  N/A

**Item Rating Notes:**

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### O.3.11 I T P K

Learning environments provide children with access to a variety of books that reflect the many diversities of society and reflect the identities and experiences of the children themselves. Yes No

**Item Rating Notes:**

### O.3.12 I

Infant educators lap read with individual children and engage them in the story or content. Yes No N/A

**Item Rating Notes:**

### O.3.13 T P K

Toddler, preschool, and kindergarten educators sit with individual children or groups of children to read books and engage them in the story or content. Yes No N/A

**Item Rating Notes:**

### O.3.14 P K

Preschoolers and Kindergarteners have access to a variety of books (e.g., picture books, content books, rhyming books, books of varying levels of difficulty) in multiple areas within the learning environment. Yes No N/A

**Item Rating Notes:**

### O.3.15 P K

Preschool and kindergarten learning environments provide children access to writing materials or activities in at least three different learning areas. Yes No N/A

**Item Rating Notes:**

### O.3.16 T P K

Educators of toddlers, preschoolers, and kindergarteners use words the children may not understand and provide explanations or examples of these words. Yes No N/A

**Item Rating Notes:**

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### O.3.17 P K

Educators in preschool and kindergarten classrooms regularly use oral blending and segmenting when communicating with children (in planned lessons and throughout the day).

Yes  No  N/A

**Item Rating Notes:**

### O.3.18 T P K

The learning environment for toddlers, preschoolers, and kindergarteners provides children with access to materials that allow them to sort or organize shapes, sizes, colors, and other attributes.

Yes  No  N/A

**Item Rating Notes:**

### O.3.19 P K

The learning environment for preschoolers and kindergarteners provides children with access to materials that allow them to recognize and name repeating patterns.

Yes  No  N/A

**Item Rating Notes:**

### O.3.20 P K

Preschool and kindergarten learning environments provide children with access to a variety of math manipulatives.

Yes  No  N/A

**Item Rating Notes:**

### O.3.21 K

Kindergarten learning spaces provide children with access to opportunities and materials to measure things.

Yes  No  N/A

**Item Rating Notes:**

### O.3.22 P K

Educators in preschool and kindergarten learning environments recognize opportunities to support developing math reasoning throughout the day.

Yes  No  N/A

**Item Rating Notes:**



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## O.3.23 I T P K

Learning environments provide children with access to a variety of developmentally appropriate and interesting materials (colors, textures, sounds, weights, liquids, solids, patterns) with which they can explore and interact with.

Yes  No

**Item Rating Notes:**

## O.3.24 P K

In preschool and kindergarten learning spaces, there are at least two representations of data collection (e.g., drawing or graphing) included in child eye-level displays.

Yes  No  N/A

**Item Rating Notes:**

## O.3.25 I T

Infant and toddler educators have access to a variety of developmentally appropriate art materials such as non-toxic paints and watercolors, large-size crayons, collage materials, paper, playdough, large-size brushes.

Yes  No  N/A

**Item Rating Notes:**

## O.3.26 P K

Preschool and Kindergarteners have access to a variety of materials with which to create two- and three- dimensional art.

Yes  No  N/A

**Item Rating Notes:**

## Standard 4:

### Teaching to Enhance Each Child's Development and Learning

*Key Indicator of Quality: The program uses teaching practices that are nurturing and inclusive.*

## O.4.01 T P K

When needed, educators support toddlers, preschoolers, and kindergarteners in performing daily cleanup and maintenance jobs in the learning environment.

Yes  No  N/A

**Item Rating Notes:**

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## O.4.02 I T P K

Educators plan for children to smoothly transition from one activity to the next. Yes No N/A

**Item Rating Notes:**

## O.4.03 I

Educators adapt schedules and routines for infants based on their individual needs and interests. Yes No N/A

**Item Rating Notes:**

## O.4.04 I T

Educators listen, narrate, and respond to what infants and toddlers say or do by providing additional information. Yes No N/A

**Item Rating Notes:**

## O.4.05 P K

Educators have conversations with preschoolers and kindergarteners about their experiences. Yes No N/A

**Item Rating Notes:**

*Key Indicator of Quality: Teachers support each and every child's development and learning through individualized and intentional practices.*

## O.4.06 T P K

Educators use their knowledge of curriculum content to pose problems and ask questions that stimulate toddlers, preschoolers, and kindergarteners to think. Yes No N/A

**Item Rating Notes:**

## O.4.07 T P K

The learning environment for toddlers, preschoolers, and kindergarteners includes at least two displays at child eye-level that have been created to help children reflect on and extend their learning. Yes No N/A

**Item Rating Notes:**

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## O.4.08 T P K

Educators help toddlers, preschoolers, and kindergarteners identify and use what they already know. Yes No N/A

**Item Rating Notes:**

## O.4.09 I T P K

Educators make suggestions, introduce new materials, use demonstrations, and offer encouragement when children need additional support in mastering a developing skill (scaffolding). Yes No N/A

**Item Rating Notes:**

## O.4.10 I T P K

Educators advance children's further learning by making activities a little more difficult (scaffolding). Yes No N/A

**Item Rating Notes:**

## O.4.11 I T P K

Educators have access to a variety of equipment and materials that can be rotated in and out of the learning environment to support children's changing skill levels over time. Yes No

**Item Rating Notes:**

## O.4.12 I T Optional

Educators do not offer screen time or media use to infants or toddlers under the age of 2 years. Yes N/A

**Item Rating Notes:**

## O.4.13 T Optional

Educators do not exceed recommended screen time and media use to toddlers over the age of 2 (30 minutes in half-day programs and 60 minutes in full-day programs). Yes N/A

**Item Rating Notes:**

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**O.4.14**

**P K**

**Optional**

Educators of preschoolers and kindergarteners integrate technology use with the curriculum and as a tool to support children's communication, collaboration, and inquiry.

Yes

N/A

**Item Rating Notes:**

*Key Indicator of Quality: The program's teaching practices are culturally and linguistically responsive to the children being served.*

**O.4.15**

**I T P K**

Learning spaces provide children with learning opportunities and materials that reflect a variety of family structures. At minimum, photographs of children's families are displayed at child eye level and there are multiple books available to children that reflect a variety of family structures found in society at large.

Yes  No

**Item Rating Notes:**

**O.4.16**

**I T P K**

Learning spaces provide children with learning opportunities and materials that reflect the local community and/or cultures.

Yes  No

**Item Rating Notes:**

## Standard 6:

### Promoting Health and Well-Being in Early Childhood Programs

*Key Indicator of Quality: The program promotes the nutrition and health of children and staff and protects them from illness.*

**O.6.01**

**I T P K**

Children and adults wash or sanitize their hands before and after meals and snacks.

Yes  No  N/A

**Item Rating Notes:**

**O.6.02**

**I T P K**

Children and adults wash or sanitize their hands after playing in water that is shared by two or more people.

Yes  No  N/A

**Item Rating Notes:**

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### O.6.03 I T P K

Children and adults wash their hands after touching sand or dirt.

Yes  No  N/A

**Item Rating Notes:**

### O.6.04 I T P K

Adults wash their hands before and after feeding a child.

Yes  No  N/A

**Item Rating Notes:**

### O.6.05 I T P K

Food-serving tables and highchairs are cleaned and sanitized after snack and meal times have ended, prior to being used for other purposes.

Yes  No  N/A

**Item Rating Notes:**

### O.6.06 I T P K

If a child has contaminated an object with saliva or other body secretion or excretion, the object is set aside for washing in a labeled bin or in another location created for that purpose.

Yes  No  N/A

**Item Rating Notes:**

### O.6.07 I T P K

When strong odors occur in the air, they are controlled using ventilation (not air freshening sprays or diffusers).

Yes  No  N/A

**Item Rating Notes:**

### O.6.08 I T P K

Candles and air fresheners are not used in any learning environments.

Yes  No

**Item Rating Notes:**

# Accreditation Observation Tool: All Ages

## O.6.09 I T P K

Rough walk off mats are provided at external doorways leading to learning environments to prevent toxins and harmful debris from being tracked in on shoes.  Yes  No

**Item Rating Notes:**

*Key Indicator of Quality: The program promotes the physical safety of children and staff and protects them from injury.*

## O.6.10 I T P K

**REQUIRED**

Staff never use physical punishment and do not engage in psychological abuse or coercion.  Yes  No

**Item Rating Notes:**

## O.6.11 I T

**REQUIRED**

Infants and toddlers are always supervised by sight and sound.  Yes  No  N/A

**Item Rating Notes:**

## O.6.12 P K

**REQUIRED**

Preschoolers and kindergarteners are supervised by sight and sound most of the time. Children may be out of sight for up to five minutes so long as they can still be heard.  Yes  No  N/A

**Item Rating Notes:**

## O.6.13 I T P K

**REQUIRED**

There is always at least one educator with current pediatric CPR and first aid training in the learning environments where children are present.  Yes  No

**Item Rating Notes:**

## O.6.14 I

**REQUIRED**

Staff always place infants younger than 12 months on their backs to sleep without the use of sleep positioners unless ordered by a physician.  Yes  No  N/A

**Item Rating Notes:**

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**O.6.15**

**I**

**REQUIRED**

Infants are only placed to sleep, or permitted to sleep, in equipment that is specifically designed for infant sleep. When infants fall asleep in a staff member's arms the infant is placed to sleep in appropriate equipment.

Yes  No  N/A

**Item Rating Notes:**

**O.6.16**

**I T**

There are no choking hazards within reach of infants and toddlers in the learning environments.

Yes  No  N/A

**Item Rating Notes:**

## Standard 7:

### Designing Physical Environments that are Safe, Engaging, and Accessible

*Key Indicator of Quality: The program provides appropriate and well-maintained indoor and outdoor physical environments.*

**O.7.01**

**I T P K**

Outdoor learning environments include at least three or more natural elements that children can interact with such as grass, sand, rocks, plants, and variations in ground elevation.

Yes  No

**Item Rating Notes:**

**O.7.02**

**I T P K**

The outdoor learning environment includes one or more elements that protect children from harmful weather conditions that are present during the observation.

Yes  No

**Item Rating Notes:**

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*Key Indicator of Quality: The physical environment (including all indoor and outdoor spaces) is adequately sized and accessible to all children, including children with disabilities and those who need individual accommodation.*

## O.7.03 I T P K

The learning environment aligns with principles for universal design to provide all children with appropriately sized furnishings (children's feet rest on the floor when seated and children can sit comfortably with table edges between underarm and waist) and accommodations that allow all children equitable use of furnishing and equipment.

Yes  No

**Item Rating Notes:**

## O.7.04 I T P K

Learning environments align with principles for universal design and allow all children to move freely from one area to another without assistance or disturbing other children's work and play.

Yes  No

**Item Rating Notes:**

## Standard 9:

### Supporting Staff, Children, and Families through Effective Leadership and Management

*Key Indicator of Quality: The program implements policies, procedures, and systems that support strong staff and program personnel.*

## O.9.01 I T P K

Staff maintain developmentally appropriate staff-to-child ratios in indoor learning environments.

Yes  No  N/A

**Item Rating Notes:**

## O.9.02 I T P K

Staff maintain a developmentally appropriate class size in indoor learning environments.

Yes  No  N/A

**Item Rating Notes:**



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## O.9.03 I T P K

Staff maintain developmentally appropriate staff-to-child ratios in outdoor learning environments. Yes No N/A

**Item Rating Notes:**

*Key Indicator of Quality: The program implements policies, procedures, and systems that support a strong program management.*

## O.9.04 I T P K

The program is in good standing with the applicable state licensing authority or applicable public or governmental regulatory system. Yes No

**Item Rating Notes:**

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Global Ratings					
<p>Indicate your level of agreement or disagreement with the following statements. Select only one position for each statement. Additional comments may be added to the Notes section below.</p>					
There were many positive interactions between children and staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
The furnishings in the room are rich in quantity, quality, and variety.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
The materials in the room are rich in quantity, quality, and variety.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
The indoor learning space is optimally and uniquely suitable for the age and developmental level of the children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Notes					
<p><b>Notes are NOT optional for this tool.</b> Describe what was happening with the class during the observation period: indoor vs. outdoor play, free play, routines, transitions, snacks or meals, arrival times, etc. If staff entered or left during the observation, note time in or out. Note anything unusual or challenging. You may also use this page optionally to record comments about particular ratings, questions, issues, procedural irregularities, or anything else you think NAEYC should know about this class assessment or this tool. Write item numbers if applicable.</p>					

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## Assessor Notes to the Program

Use the following fields to provide the program with feedback regarding the assessment of this tool.

**This information will be provided to the program in the Accreditation Decision Report.**

There are common notes to select from in the drop-down menus for comments 1-3. Please ensure that you have selected at least two that reflect the assessment of this tool.

There is one field for you to provide your own comments to the program. This should be 2-4 sentences in length and should be written as objectively as possible.

### Tips for writing objectively:

- Use third person perspective
  - Avoid I, you, we, me, etc.
  - Use “this assessor”, “the teacher”, “the children”, etc.
- Stick to the facts
  - Who, what, when, where, how
  - Avoid providing your interpretation of the assessment, especially if not supported by the facts
- Choose your words carefully
- Avoid the use of adverbs (very, quickly, regularly, frequently, poorly, badly, etc.)
  - E.g., Educators frequently told children “don’t cry” when upset. How often is frequently? Quantify what this means.
- Strive for correct grammar and spelling
- Review your notes! These will be provided to the program as you write them. Take your time and proofread before submitting your tools.

### Descriptive Action Verbs

Adapted	Built	Directed	Facilitated	Identified	Led	Monitored	Prepared	Served	Supervised
Added	Changed	Distributed	Focused	Initiated	Located	Oversaw	Reorganized	Simplified	Supported
Addressed	Collected	Encouraged	Guided	Instructed	Made	Participated	Resolved	Solved	Taught
Assisted	Created	Explained	Handled	Introduced	Managed	Planned	Scaffolded	Started	Worked

Comment 1:

Comment 2:

Comment 3:

Assessor Notes: