

**Province of Saskatchewan's Early Learning and Child Care Program Quality Indicator Instrument**

**Saskatchewan Program Quality Work Group, Ministry of Education**

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This paper will propose an approach to developing an Early Learning and Child Care Program Quality Indicator (ELCCPQI) instrument based upon key indicator research focusing on quality initiatives and child development research studies. The dependent variable in all these initiatives and studies is how well the child is doing in the respective ECE program (CO – Child Outcome). The intervening variable that produces these positive aspects are adult-child interactions (ACI). The predicting variables which will be the focal point of this newly proposed tool are the following: A) Enhanced professional development represented by highly qualified Early Childhood Educators (ECEs), B) Developmentally appropriate/individualized curricula driven by developmental assessments, C) Language-based interactions between ECEs and children, and lastly D) Enhanced family engagement.

The organization of this paper is as follows: the first section provides a general overview and listing of the Key Quality Indicators; the second section provides a detailed description of the Key Quality Indicators; and the last section is the data collection instructions.

These predicting variables will be drawn from past research in identifying key indicators in quality rating and improvement systems (QRIS), quality initiatives dealing with professional development of ECEs, and program quality studies.

**Section I:** The following twelve questions/statements/standards/requirements/rules are drawn from these predictor variables/indicators that should be part of the newly proposed ELCCPQ:

- 1) The number of ECE IIIs and B.Ed (Early Childhood Education Concentration) educators? (A)
- 2) The number of ECE in-service ECE coaching or reflective supervision opportunities engaged in by ECEs? (A)
- 3 + 3a) There is a developmentally appropriate curriculum that is individually based upon the developmental assessments of each child in the respective ECE classroom. There is a stimulating and dynamic environment. (B)
- 4) The program provides opportunities for staff and families to get to know one another. (D)
- 5) Families receive information on their child's progress on a regular basis, using a formal mechanism such as a report or parent conference. (D)
- 6) Families are included in planning and decision making for the program. (D)
- 7 + 7a) ECEs encourage children to communicate. (C)
- 8) ECEs use language to develop reasoning skills. (C)
- 9) ECEs listen attentively when children speak. (C)
- 10) ECEs speak warmly to children. (C)

$$CO \Leftarrow ACI \Leftarrow \Sigma (A (1+2) + B (3+3a) + C ((7+7a)-10) + D (4-6))$$

## Saskatchewan ECPQI

**Section II:** Here is the detail on the 12 questions/statements/standards/requirements/rules, in addition 3 rules are taken from the licensing/regulatory compliance health and safety key indicator research and added to the other 12 program quality key indicators for a total of 15 key indicators of compliance and quality:

### Professional Development and Staffing:

1) The number of ECE IIIs and B.Ed. (Early Childhood Education Concentration) educators? (A) This is a straightforward question in which assessors will review staff records in order to determine the number of staff who have these credentials in early childhood education. Record the number of ECEs with the appropriate degrees and divide by the total number of ECEs in order to come up with an average or percent for the center. Percent/Average = \_\_\_\_\_

2) The number of ECE in-service ECE coaching or reflective supervision opportunities engaged in by ECEs? (A) Assessors will need to see staff records to determine the number of opportunities staff have had related to in-service coaching or reflective supervision opportunities. Record the total number of opportunities that have been accessed by ECEs and divide by the total number of ECEs to come up with an average for each staff person. The higher the average number or percent the better. Percent/Average = \_\_\_\_\_

### Developmentally Appropriate Curriculum:

3) There is a developmentally appropriate curriculum that is individually based upon the developmental assessments of each child in the respective ECE classroom. (B) The key for this question/standard is that the program is following an individualized prescribed planning document when it comes to curriculum. It does not mean it is a canned program, in fact, it shouldn't if it is based upon the individual needs of each child's developmental assessment. The assessor will ask to see what is used to guide the curriculum. There should be a written document that clearly delineates the parameters of the philosophy, activities, guidance, and resources needed for the particular curricular approach. There should also be a developmental assessment which is clearly tied to the curriculum. The developmental assessment can be home-grown or a more standardized off-the-shelf type of assessment, the key being its ability to inform the various aspects of the curriculum. The purpose of the assessments is not to compare children but rather to compare the developmental progress of individual children as they experience the activities of the curriculum. Take a sample of children's records to make certain that developmental assessments are driving the curriculum planning for that specific child. Record the number where this occurs and doesn't. Record as a percent of total number of children enrolled. Percent = \_\_\_\_\_%

3a) The environment is both stimulating and dynamic. It will be measured by using the following criteria: Evidence of Implementation of *Play and Exploration*; Co-teaching is evident; Children are viewed as competent learners and are able to access materials independently; Authentic and meaningful materials are used with children; Children are provided with meaningful choices; Children's work, art and photos are displayed respectfully; Family photos are displayed in the early learning program; Documentation of learning is displayed and discusses holistic development; Environment reflects the culture and beliefs of the children, families and staff; A variety of books and other print materials are available throughout the learning environment; A variety of writing materials are accessible to children at all times; There is evidence of the children's interests and project(s) in the learning environment. Number = \_\_\_\_\_

### Family Engagement:

4) The program provides opportunities for staff and families to get to know one another. (D) There should be activities both within the center as well as off site where staff and parents have opportunities to meet and greet each other. Providers make home visits in order to learn about each family. Information is made available to families in their preferred language. Communication with family members is documented and enables early

childhood providers to assess the need for follow-up. Early childhood providers hold regular office hours when they are available to talk with family members either in person or by phone. Family members are encouraged to lead the conversation and to raise any questions or concerns. List the types of activities. Number = \_\_\_\_\_

5) Families receive information on their child's progress on a regular basis, using a formal mechanism such as a report or parent conference. (D) Based upon #3 above, the information gleaned from the developmental assessments should be the focus of the report or parent conference. Parental feedback about the assessment and how it compares to their experiences at home would be an excellent comparison point. All these interactions should be done in a culturally and linguistically appropriate way representing the parents being served. Providers make home visits in order to learn about each family. Record the number of reports completed or parent conferences over the past year. Number = \_\_\_\_\_

6) Families are included in planning and decision making for the program. (D) There should be regular meetings where staff and parents can come together to talk about the overall curriculum for the program. This can act as an informal formative evaluation of the overall program looking at all aspects to how the center is being run. How communication is flowing from administration to staff to parents and the other way around. Families are always encouraged to visit and the program has an open-door policy for families. List the types of activities used by the program. Number = \_\_\_\_\_

Language-Based Interactions:

7) ECEs encourage children to communicate. (C) Assessors will need to observe this item when they do their classroom observations. Initially you can ask ECEs or the director how children are encouraged to communicate but in order to gather reliable and valid information regarding this question/standard, it needs to be observed in the various interactions of staff and children. Things to look for would be more back and forth conversations rather than one-way conversations where ECEs are telling children what to do. Look for opportunities where children can describe what they are doing, how they feel about what they are doing, and why they are doing the particular activities. ECEs expand upon children's conversations. These opportunities can occur anywhere in the classroom or outside, such as in dramatic play, table top activities or on the playground. Do this in timed 2-minute observations recording each time you observe this occurring. Total up the number of positive observations. 1-7 Scale \_\_\_\_\_.

7a) For infant toddler classrooms, a separate item will be used for these classrooms. 1-7 Scale \_\_\_\_\_.

8) ECEs use language to develop reasoning skills. (C) Assessors will need to observe very carefully because this standard can be difficult to determine because it is tying language and cognition together. Again this opportunity can occur in any setting in or out of the classroom because it is the basis for problem solving through the use of language. Also look for ECEs redirecting children's conversations when appropriate. Do this in timed 2-minute observations recording each time you observe this occurring. Total up the number of positive observations. 1-7 Scale \_\_\_\_\_.

9) ECEs listen attentively when children speak. (C) Children should have the undivided attention of the specific ECE they are addressing. ECEs should not be looking away or pre-occupied with others. They should be at the child's level making eye contact. Do this in timed 2-minute observations recording each time you observe this occurring. Total up the number of positive observations. Number = \_\_\_\_\_

10) ECEs speak warmly to children. (C) ECEs do not use harsh language or commands in speaking to children, but rather again are on the child's level making eye contact. Think of the way Fred Rogers would engage his audience where you always felt you were the most important person in the world when he talked into the TV. Do this in timed 2-minute observations recording each time you observe this occurring. Total up the number of positive observations. Number = \_\_\_\_\_

Health and Safety:

11) Children’s immunizations are up to date. (E) This is always an interesting standard but one that is very difficult to attain because of the level of detail. Check the children’s records for their immunizations. Determine the level of completeness and if they are up to date. Record the number and divide by the total number of enrolled children to attain a percent. The higher the percent, the better. Percent = \_\_\_\_\_%

12) The program is a hazard free environment. (E) A straightforward standard in doing an environmental scan to determine if any potential hazards are present from trip hazards, to toxic materials accessible to children. This is one of the most highly cited rules/regulations/standards when doing regulatory reviews. Record the total number of violations of this standard and what they were. Number = \_\_\_\_\_

13) There is proper supervision at all times. (E) This standard will occur throughout the assessor’s observations at the center and the assessor should record any time a child or children are left un-supervised. This can be in or out of the classroom or in or out of the center. Pay particular attention to transition times when it is easy to lose sight of the number of children under supervision – moving from classrooms to the playground or going on a field trip either involving transportation or not. Record any instances of the lack of supervision. Number = \_\_\_\_\_

These 15 standards/requirements/rules are drawn from 40 years of key indicator research in both regulatory compliance and licensing systems as well as program quality systems, such as QRIS and professional development systems.

Below is a chart that summarizes the above standards into a score sheet and scaling protocol, followed by algorithms/equations depicting the relationship of the 15 indicator standards and how they can be computed into an overall score for an ECE program.

**ELCCPQ Score Sheet and Scale (Fiene©2020)**

Standards	Scoring	Scale	Score
1	Percent/Average Number of ECEs	A	
2	Percent/Average Number of ECEs/(0-3)	A	
3	Percent	B	
3a	Number of Items	B	
4	Types of Activities/(0-3)	D	
5	Types of Opportunities	D	
6	Types of Activities	D	
7	Number of Positive Observations (1-7)	C	
7a	Number of Positive Observations (1-7)	C	
8	Number of Positive Observations (1-7)	C	
9	Number of Positive Observations (1-4)	C	
10	Number of Positive Observations (1-4)	C	
11	Percent	E	
12	Violations	E	
13	Number	E	

$$\text{Total ELCCPQ Score} = (1 + 2) + (3+3a) + (4 + 5 + 6) + ((7+7a) + 8 + 9 + 10) + (11) - (12) - (13)$$

$$\text{ELCCPQ} = \Sigma ((\tilde{A}/\% + \tilde{A}/\%) + (\%) + (\tilde{n} + \tilde{n} + \tilde{n}) + (\tilde{n} + \tilde{n} + \tilde{n} + \tilde{n}) + (\%)) - \Sigma ((\tilde{n}) - (\tilde{n}))$$

**Section III: Data Collection instructions in order to obtain the necessary data to determine if a program meets the Key Quality Indicators as delineated above.**

1) The number of ECE IIIs and B.Ed (Early Childhood Education Concentration) educators?

Go to the Staff Information Summary form to obtain the data for this first item. There are two particular columns that will do this. Under Certification: Certification Date and Certification Level (Highest ECE Level Certified). The certification date should be earlier than the date of the review and the actual level of the certification. In this case, we are interested in the number of (ECEIII's). Record the number of ECEIII below. Then record the number of total teaching staff below as well. Determine the average by dividing the total number of staff into the total number of ECEIII Certified teaching staff, ECEIII Certified teaching staff is the numerator and the total number of teaching staff is the denominator (ECEIII/Total number of teaching staff = Average). This can be expressed as a percent as well, such as .4 = 40%.

The total number of ECEIII Certified teaching staff \_\_\_\_\_

The total number of teaching staff \_\_\_\_\_

Percent/Average ECEIII compared to the total number of teaching staff \_\_\_\_\_

2) The number of Early Childhood Education in-service coaching or reflective supervision opportunities engaged in by Early Childhood Educators?

To measure this item it may be necessary to go into a sample of ECE staff records to look at professional development opportunities to determine what the opportunities were and if any were in coaching or reflective supervision. Start with the Staff Information Summary and select your sample (10-20% of total teaching staff) from the listing of staff.

Record the number of teaching staff who have had coaching or reflective supervision \_\_\_\_\_

Record the total number of teaching staff \_\_\_\_\_

Percent/Average of teaching staff who have had the opportunities/Total number of teaching staff \_\_\_\_\_

Please use the following Likert Scale to record your overall assessment of this item based upon the documentation reviewed and/or provided by the director of the program:

**No Opportunities < -----> Many Opportunities**

**0 ----- 1 ----- 2 ----- 3**

3) There is a developmentally appropriate curriculum that is individually based upon the developmental assessments of each child in the respective Early Childhood Education classroom. The following key elements should be present when assessing this item.

## Saskatchewan ECPQI

- The program practices emergent curriculum, allowing the interests of the children to determine the learning content. The curriculum is informed by individual developmental assessments of each child in the respective classrooms. Y/N \_\_\_\_\_
- The children and educators are co-learners in the exploration of projects. Y/N \_\_\_\_\_
- Learning activities of the children are documented, displayed in the learning environment and used to plan further learning activities. This can be assessed developmentally. Y/N \_\_\_\_\_
- Professional intervention required for children with intensive needs is carried out within early learning environment and the regular activities of the group. Y/N \_\_\_\_\_

Take a sample of children's records (10-20% depending on the size of the program) to find the specific developmental assessments and check the results of the assessment which should list specifically what the child can accomplish in a developmentally appropriate fashion. Is there a clear link between this assessment and the developmentally appropriate curriculum so that an individualized learning approach is being undertaken and each child's developmental needs are taken into consideration. Cross check the child's record to the actual curriculum. Record all the instances (Y's) in which this occurs. This will become your numerator (Y = 50%+), the denominator will be the total number of children's records you have sampled. Record your results here:

The number of records where there is a crosswalk (Y=50%) from assessment to curriculum \_\_\_\_\_

The total number of records as part of your sample \_\_\_\_\_

Percent of positive records (Y = 50%+)/total number of records \_\_\_\_\_ %

3a) There should be a stimulating and dynamic environment at all times for the children. Here is a checklist of items that should be present in order to assess if the environment is both stimulating and dynamic for the children:

Quality Early Learning Environments:

- Evidence of Implementation of *Play and Exploration*. Y/N \_\_\_\_\_
- Co-teaching is evident. Y/N \_\_\_\_\_
- Children are viewed as competent learners & are able to access materials independently. Y/N \_\_\_\_\_
- Authentic and meaningful materials are used with children. Y/N \_\_\_\_\_
- Children are provided with meaningful choices. Y/N \_\_\_\_\_
- Children's work, art and photos are displayed respectfully. Y/N \_\_\_\_\_
- Family photos are displayed in the early learning program. Y/N \_\_\_\_\_
- Documentation of learning is displayed and discusses holistic development. Y/N \_\_\_\_\_
- Environment reflects the culture and beliefs of the children, families and staff. Y/N \_\_\_\_\_
- Variety of books & other print materials are available throughout the learning environment Y/N \_\_\_\_\_
- A variety of writing materials are accessible to children at all times . Y/N \_\_\_\_\_
- There is evidence of the children's interests and project(s) in the learning environment. Y/N \_\_\_\_\_

Please total up the number of items above that you observed and record here \_\_\_\_\_  
(Range: 0 - 12)

4) The program provides opportunities for staff and families to get to know one another.

Look for the following three examples in policies developed by the program and determine if they have been actually carried out with families:

- The program provides communication, education, and informational materials and opportunities for families that are delivered in a way that meets their diverse needs. Y/N \_\_\_\_\_
- The program communicates with families using different modes of communication, and at least one mode promotes two-way communication. Y/N \_\_\_\_\_
- The program demonstrates respect and engages in ongoing two-way communication. The program respects each family's strengths, choices, and goals for their children. Y/N \_\_\_\_\_

Record if all three examples are included: \_\_\_\_\_ (Range: 0 – 3)

**Circle the number of examples on the following:**

0 ----- 1 ----- 2 ----- 3

5) Families receive information on their child's progress on a regular basis, using a formal mechanism such as a report or parent conference.

Look for the following two examples in policies developed by the program and determine if they have been actually carried out with families:

- The program has regularly scheduled (2xs/year) parent conferences in which the children's developmental progress is discussed. Y/N \_\_\_\_\_
- If the program does not have regularly scheduled (2xs/year) parent conferences does it provide the family with a report of their child's developmental progress. Y/N \_\_\_\_\_

Record if one of the two examples or both are included: \_\_\_\_\_ (Range: 0 - 2)

6) Families are included in program development, planning and decision making for the program.

Look for the following two examples in policies developed by the program and determine if they have been actually carried out with families:

- The program offers multiple opportunities for providers and parents to learn together about parenting and child development. Parents can be invited to suggest topics to be addressed, including how cultures and languages influence their families' perspectives on caregiving and development. Y/N \_\_\_\_\_

- The program has a family advisory board or a family council that meets regularly with program staff representatives to make program decisions. Y/N \_\_\_\_\_

Record if the two examples are included: \_\_\_\_\_ (Range: 0 - 2)

*For items 7 and 8 it is recommended that the licensing consultant use the appropriate ERS tool to measure these items. It is also recommended that these be assessed/observed throughout the day and not just during key activity times.*

#### 7) Encouraging children to communicate:

Materials should be present that encourage communication such as toy telephones, puppets, flannel boards, dolls and dramatic play props, small barns, fire stations, or dollhouses. These create a lot of conversation among children as they assume many different roles. Children also talk when there is an interested person who listens to them. The staff in a high quality early childhood classroom will use both activities and materials to encourage growth in communication skills.

The observer must see the staff actively encouraging children to communicate verbally (or nonverbally if a disability does not permit verbal communication), for example, by asking questions about what they have created during free play or leading children in songs or finger-plays during large group times.

Staff should also take opportunities to show children examples of spoken language being transferred to written words. This can be accomplished through the use of charts where children are asked a question that is written at the top of the chart (ex. "What did you do this weekend?"). As each child responds, staff would write their name and exactly what the child said (e.g. Donate - "I'm going to Disneyworld with my daddy."). As children complete artwork staff can also ask what they have created. After asking the child's permission to write on their artwork, staff can then write the child's exact words (ex. "A pony" or, "Grandma at the store").

Score the classroom a 1 if the following occur: No activities used by staff with children to encourage them to communicate, for example: nontalking about drawings, dictating stories, sharing ideas at circle time, finger plays, singing songs. Very few materials accessible that encourage children to communicate.

Score the classroom a 3 if the following occur: Some activities used by staff with children to encourage them to communicate. Some materials accessible to encourage children to communicate. Communication activities are generally appropriate for the children in the group.

Score the classroom a 5 if the following occur: Communication activities take place during both free play and group times, for example: child dictates story about painting; small group discusses trip to store. Materials that encourage children to communicate are accessible in a variety of interest centers, for example: small figures and animals in block area; puppets and flannel board pieces in book area; toys for dramatic play outdoors or indoors.

Score the classroom a 7 if the following occur: Staff balance listening and talking appropriately for age and abilities of children during communication activities, for example: leave time for children to respond; verbalize for child with limited communication skills. Staff link children's spoken communication with written language, for example: write down what children dictate and read it back to them; help them write note to parents.

**Circle the appropriate level:**                    1 ----- 3 ----- 5 ----- 7

7a) If there is an infant toddler classroom that needs to be assessed, then use the following ITERS item:

Conversations and questions should be used with all children, even young infants. Conversations using verbal and nonverbal turn-taking should be considered when scoring. Most conversations and questions initiated by infants will be nonverbal, such as widening of baby's eyes or waving arms and legs. Observe staff response to such nonverbal communication. For infants, toddlers, and twos, the responsibility for starting most conversations and asking questions belongs to the staff. As children become more able to initiate communication, staff should modify their approach in order to allow children to take on a greater role in initiating conversations and asking questions. Staff should provide answers to questions used with children if child cannot answer, and as children become more able to respond, questions should start to include those that the child can answer.

Score the classroom a 1 if the following occurs: Staff never initiate turn-taking conversations with children, for example: rarely encourage baby to babble back; simple back and forth exchanges with verbal children never observed. Staff questions are often not appropriate for children or no questions are asked, for example: too difficult to answer; carry a negative message. Staff respond negatively when children can't answer questions, for example: "You should know this"; "You did not listen".

Score the classroom a 3 if the following occurs: Staff sometimes initiate conversations with children, for example: babble back and forth with baby; copy baby's sounds; respond to baby's crying with verbal response; have short back and forth toddler interactions. Staff sometimes ask children appropriate questions and wait for child to respond, for example: ask baby if she likes toy and pay attention as baby smiles; ask toddler what he is eating and wait for him to think of word. Staff respond neutrally or positively to children who can't answer questions. Questions asked are sometimes meaningful to children, for example: child responds with interest; does not ignore staff questions.

Score the classroom a 5 if the following occurs: Staff initiate engaging conversations with children throughout the observation, for example: show enthusiasm; use tone that attracts child's attention. Staff often personalize questions and/or conversations for individual children, for example: talk about children's families, preferences, interests; what they are playing with; what they did over weekend; child's mood; use child's name. Staff often pay attention to children's questions, verbal or nonverbal, and answer in a satisfying manner for the child. Staff ask questions in which children show interest in answering, for example: make the questions funny or mysterious; use attractive tone; meaningful and not too difficult to answer.

Score the classroom a 7 if the following occurs: Staff frequently have turn taking conversations with children throughout the observations. Many appropriate questions are used throughout the observation, during both play and routines. Staff ask children appropriate questions, wait a reasonable

time for child response, and then answer if needed, for example: “Are you hungry? . . . Yes, you are!”; “Where’s the ball? . . . These it is! You found the ball”.

**Circle the appropriate level:**            1 ----- 3 ----- 5 ----- 7

8) Using language to develop reasoning skills:

Staff should use language to talk about logical relationships using materials that stimulate reasoning. Through the use of materials, staff can demonstrate concepts such as same/different, classifying, sequencing, one-to-one correspondence, spatial relationships, and cause and effect. Examples of materials that stimulate reasoning include sequencing cards, matching games, balance scales with things to weigh, objects for counting and sorting, and number/object matching puzzles. The observer should witness at least one example of the staff explaining a logical concept inherent in a material designed for that purpose while a child is playing with the material.

Example 1: Teaching patterns using counting bears. While children are playing with the bears, staff may put a yellow bear, then a red bear, then a yellow bear, then a red bear and say “I have yellow red, yellow, red... I’m making a pattern. A pattern repeats itself. What do you think might come next?”

Example 2: Staff sets up a balance scale and cubes. The child tries out balancing, making one side heavier and the other lighter. Staff talks about more and less. The teacher explains why the scale goes down more on the heavier side. The child experiments with balancing more cubes. In addition to the staff talking about logical relationships, staff also should encourage children to explain their reasoning when they have solved a logical problem using materials that stimulate reasoning.

Example 3: If a child has sorted red, blue, and green “counting bears” into three bowls, which were set up as a small group activity, staff might ask why all the red/blue/green bears were put into separate bowls and allow the child to explain their reasoning.

Example 4: If a child has completed a puzzle with the number on one piece and the correct number of dots on the other, staff would ask them why they match. Staff might follow up by asking if the child can find five blocks and bring them, and play a “finding five” game. Higher order thinking questions should be asked throughout the day such as “how” or “why” questions for older preschoolers and simpler questions with younger children such as “What comes first, putting on your socks or your shoes?” “Setting the table or eating?” Staff also should introduce concepts in response to children’s need to solve problems. For example, children might have trouble balancing a block structure. Staff can show and explain why the block structure fell. Staff should use a problem-solving approach that involves the children in thinking things through rather than just giving the children the answers. For example, if children are helping to set the table, the staff might suggest that older children count the number of places needed or that younger children put a spoon and napkin on the table in front of each chair (one-to-one correspondence).

Score the classroom a 1 if the following occur: Staff do not talk with children about logical relationships, for example: ignore children's questions and curiosity about why things happen, do not call attention to sequence of daily events, differences and similarity in number, size, shape, cause and effect. Concepts are introduced inappropriately, for example: concepts too difficult for age and abilities of children, inappropriate teaching methods used such as worksheets without any concrete experiences; teacher gives answers without helping children to figure things out.

Score the classroom a 3 if the following occur: Staff sometimes talk about logical relationships or concepts, for example: explain that outside time comes after snacks, points out differences in sizes of blocks children use. Some concepts are introduced appropriately for ages and abilities of children in group, using words and experiences, for example: guide children with questions and words to sort big and little blocks or to figure out why ice melts.

Score the classroom a 5 if the following occur: Staff talk about logical relationships while children play with materials that stimulate reasoning, for example: sequence cards, same/different games, size and shape toys, sorting games, numbers and math games. Children encouraged to talk through or explain their reasoning when solving problems, for example: why they sorted objects into different groups, in what way two pictures are the same or different.

Score the classroom a 7 if the following occur: Staff encourage children to reason throughout the day, using actual events and experiences as a basis for concept development, for example: children learn sequence by talking about their experiences in the daily routine or recalling the sequence of a cooking project. Concepts are introduced based upon children's interests or needs to solve problems, for example: talk children through balancing a tall block building, help children figure out how many spoons are needed to set a table.

**Circle the appropriate level:**      1 ----- 3 ----- 5 ----- 7

*For items 9 and 10 it is recommended that these be assessed/observed throughout the day and not just during key activity times. These two items should be observed in two-minute blocks over ten sequences for a total of 20 minutes. These two items should also be used with each age group you are assessing. For infants and toddlers, item 7a above will be used to assess this section.*

*Initially it will be necessary to observe these two items separately but could be observed and recorded jointly once you are familiar with the tool and have done sufficient observations.*

9) Early Childhood Educators listen attentively when children speak.

This item focuses on the early childhood educator(s) looking directly at the children with nods, rephrases their comments, engages in conversations. Please use the following scale to make your recordings: (This item is on a Likert Scale (1-4) where 1 = Never/Not at All; 2 = Somewhat/Few Instances; 3 = Quite a Bit/Many Instances; 4 = Very Much/Consistently):

Listens attentively when children speak (e.g., looks at children, nods, rephrases their comments, engages in conversations):

Saskatchewan ECPQI

Number of times it occurs during the timed 2-minute observations: \_\_\_\_\_

Make the actual recordings using the Likert Scale (1-4) above and record in each cell below.

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Once all the observations are made, add up the results from the Likert Scale (1-4) and record the total number here: \_\_\_\_\_ (Range: 10 - 40).

10) Early Childhood Educators speak warmly to children.

This item focuses on the early childhood educator(s) always engaging in a caring voice and body language with every child. Please use the following scale to make your recordings: (This item is on a Likert Scale (1-4) where 1 = Never/Not at All; 2 = Somewhat/Few Instances; 3 = Quite a Bit/Many Instances; 4 = Very Much/Consistently):

Speaks warmly to the children (e.g., caring voice and body language):

Number of times it occurs during the timed 2-minute observations: \_\_\_\_\_

Make the actual recordings using the Likert Scale (1-4) above and record in each cell below.

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Once all the observations are made, add up the results from the Likert Scale (1-4) and record the total number here: \_\_\_\_\_ (Range: 10 - 40).

11 – 13) These items/standards will be assessed through their regular licensing review and the results will be recorded below on the summary sheet.

After completing your observations please transfer all your results from Section III to the Summary Table below in the following manner:

Standards	Scoring	Scale	Score
1	Percent/Average Number of ECEs	A	Average or %
2	Percent/Average Number of ECEs/(0-3)	A	% + (0-3)
3	Percent	B	%
3a	Number of Items	B	#
4	Types of Activities/(0-3)	D	# + (0-3)
5	Types of Opportunities	D	#
6	Types of Activities	D	#
7	Number of Positive Observations (1-7)	C	1-7
7a	Number of Positive Observations (1-7)	C	1-7
8	Number of Positive Observations (1-7)	C	1-7
9	Number of Positive Observations (1-4)	C	1-4 total
10	Number of Positive Observations (1-4)	C	1-4 total
11	Percent	E	%
12	Violations	E	#
13	Number	E	#

**Scoring Algorithms:**

$$\text{Total ELCCPQ Score} = ((1 + 2) + (3+3a) + (4 + 5 + 6) + ((7+7a) + 8 + 9 + 10) + (11)) - ((12) - (13))$$

$$\text{ELCCPQ} = \Sigma ((\tilde{A}/\% + \tilde{A}/\%) + (\%) + (\tilde{n} + \tilde{n} + \tilde{n}) + (\tilde{n} + \tilde{n} + \tilde{n} + \tilde{n}) + (\%)) - \Sigma ((\tilde{n}) - (\tilde{n}))$$

**To determine a score for a program, use the following protocol:**

Group the following items together where a percent (%) is used: (Σ 1 + 2 + 3) and (11). Sum the four items and divide by 4 to come up with an average percent.

Group the following items together where a Likert Scale (1-7) (1-4) is used: (Σ 2 + 4 + 7 + 7a + 8 + 9 + 10). Sum the seven items and divide by 7 to come up with an average score.

Group the following items together where a number of times (#) is used: (Σ 3a + 4 + 5 + 6) and (Σ 12 + 13). Sum the six items and divide by 6 to come up with an average score.

Items 12 and 13 have a negative effect on the score and will need to be subtracted from the overall positive score obtained from (Σ 1 – 11). Sum the two items and divide by 2 to come up with an average score.

There will be four scores that will give an overall picture of the program:

**Average Percent = \_\_\_\_\_ (Σ 1+2+3+11) (The higher the percent the better)**

**Average Likert Score = \_\_\_\_\_ (Σ 2+4+7+7a+8+9+10) (The higher the Likert Score the better)**

**Average Numerical Score = \_\_\_\_\_ (Σ 3a+4+5+6) (Positive Score) (The higher the total the better)**

**Average Numerical Score = \_\_\_\_\_ (Σ 12+13) (Negative Score) (The lower the total the better)**

**Members of the Saskatchewan Program Quality Work Group are the following:**

**Kim Taylor, Derek Pardy, Cindy Jeanes, Tanya Mengel, Samantha Ecartot, Karen Heinrichs, Michelle Vellenoweth, Kristin Jarvis, and Rick Fiene.**

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**Additional Information: Kim Taylor, Government of Saskatchewan, Acting Executive Director, Early Years, Ministry of Education, 2-2220 College Ave, Regina, SK, Canada S4P 4V9.**

**Additional Information regarding the psychometrics of the tool: Richard Fiene, Ph.D., Research Psychologist, Research Institute for Key Indicators & Penn State University.**

**Example:**

Standards	Scoring	Scale	Score
1	Percent/Average Number of ECEs	A	90%
2	Percent/Average Number of ECEs/(0-3)	A	86% + (3)
3	Percent	B	95%
3a	Number of Items	B	10
4	Types of Activities/(0-3)	D	3+ (3)
5	Types of Opportunities	D	2
6	Types of Activities	D	2
7	Number of Positive Observations (1-7)	C	6.05
7a	Number of Positive Observations (1-7)	C	6.20
8	Number of Positive Observations (1-7)	C	6.00
9	Number of Positive Observations (1-4)	C	3.88
10	Number of Positive Observations (1-4)	C	3.87
11	Percent	E	99%
12	Violations	E	0
13	Number	E	0

**To determine a score for a program, use the following protocol:**

Group the following items together where a percent (%) is used: (1 + 2 + 3) and (11). Sum the four items and divide by 4 to come up with an average percent.

Group the following items together where a Likert Scale (1-7) (1-4) is used: (2 + 4 + 7 + 7a + 8 + 9 + 10). Sum the seven items and divide by 7 to come up with an average score. Maximum score = 5.00.

Group the following items together where a number of times (#) is used: (3a + 4 + 5 + 6) and (12 + 13). Sum the six items and divide by 6 to come up with an average score. Maximum score = 4.75.

Items 12 and 13 have a negative effect on the score and will need to be subtracted from the overall positive score obtained from (1 – 11). Sum the two items and divide by 2 to come up with an average score.

There will be four scores that will give an overall picture of the program:

**Average Percent = \_\_\_\_\_ 92.5%/100% \_\_\_\_\_ (1+2+3+11) (The higher the percent the better)**

**Average Likert Score = \_\_\_\_ 4.57/5.00 \_\_\_\_ (2+4+7+7a+8+9+10) (The higher the Likert Score the better)**

**Average Numerical Score= \_\_ 4.25/4.75 \_\_ (3a+4+5+6) (Positive Score) (The higher the total the better)**

**Average Numerical Score = \_\_\_\_ 0 \_\_\_\_ (12+13) (Negative Score) (The lower the total the better)**