

1 **Saskatchewan’s Early Learning and Child Care Program Quality Key Indicator Instrument for**  
2 **Pilot Study**

3  
4  
5 Ten Quality Key Indicators (QKI) make up the Saskatchewan’s Early Learning and Child Care Program  
6 Quality Key Indicator Instrument. The details about each of the Quality Indicators and data collection  
7 instructions in order to obtain the necessary data to determine if a program meets the Key Quality  
8 Indicators are delineated below for each quality key indicator. Quality Key Indicators (QKI) 1 – 5 will be  
9 collected via record or document review, interviewing individuals, or observation. Quality Key Indicators  
10 (QKI) 6 – 10 will be collected via observations in the classrooms throughout the day.

11 This instrument is to be used as part of a pilot study to determine its efficacy, so it is very important for  
12 the data collector/assessor, you, to make ample notes on what works for you and what does not. This is  
13 NOT a final instrument but is a pilot tool to be improved upon. Ample areas have been provided for  
14 note taking. Please mark up the instrument as need be throughout your data collection. For ease of  
15 marking up the tool, there are line numbers to the left. Use these as reference guides in making your  
16 edits, comments, etc. & if you send an email with comments, use these line numbers.

17 Dr Rick Fiene who is the NARA Research Consultant and a research psychology/professor of psychology  
18 will be tabulating the data you collect. Dr Fiene will be assessing the reliability and validity of the tool  
19 and measure its internal consistency. If you have any questions or comments for Dr Fiene, please email  
20 him at [Fiene@psu.edu](mailto:Fiene@psu.edu).

21 [Initial estimated time to complete the full assessment (3.5 hours)]

22 NOTE: QKI 11 is a placeholder for Coaching/Reflective Supervision which is undergoing future review. It  
23 is listed as a last indicator on this instrument.

24 **INDICATOR 1): Number of ECE III Educators (10 minutes)**

25 Assessors will review staff records in order to determine the number of staff who have these credentials  
 26 in early childhood education. Record the number of ECEs with the appropriate qualifications and  
 27 divide by the total number of ECEs in order to come up with a percent for the center.

28 **How to Measure:**

29 Go to the **Staff Information Summary** form to obtain the data for this item. There are two particular  
 30 columns that will do this. Under Certification: *Certification Date and Certification Level* (Highest ECE  
 31 Level Certified). The certification date should be earlier than the date of the review and the actual level  
 32 of the certification. In this case, we are interested in the number of (ECEIII's). Record the number of  
 33 ECEIII working at least 65 hours/month. Then record the number of total teaching staff working at least  
 34 65 hours/month below as well. Teaching staff is defined as staff who have a responsibility for working  
 35 with the children and the programming. Determine the percentage by dividing the total number of staff  
 36 into the total number of ECEIII Certified teaching staff, ECEIII Certified teaching staff is the numerator  
 37 and the total number of teaching staff is the denominator (ECEIII/Total number of teaching staff x 100%  
 38 = Percent).

39 **Scoring:**

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

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

42 Total ECEIII teaching staff divided by the total number of teaching staff \_\_\_\_\_ (%). Then  
 43 based on the percentage, you can find the score of 1-4 as per the chart below.

<b>Circle the Appropriate Level</b>	<b>1 = 0 to 25%</b>	<b>2= 26 to 50%</b>	<b>3 = 51 to 75%</b>	<b>4 = 76 to 100%</b>
-------------------------------------	---------------------	---------------------	----------------------	-----------------------

44

45 **INDICATOR 2): Stimulating and Dynamic Environment (10 minutes)**

46 The criteria for measuring this are drawn from *Play and Exploration Guide*. The program is child  
47 centred. Children are viewed as competent learners and they have the freedom to access classroom  
48 materials independently without adult intervention. The children are provided with meaningful choices  
49 through activity/learning centers. There is evidence of the children’s interests and their projects in the  
50 learning environment.

51 **How to Measure:**

52 Below is the checklist of items that should be present in order to assess if the environment is both  
53 stimulating and dynamic for the children. You will want to observe that the following items are  
54 occurring in the classroom first. If you do not actually observe it occurring, then check the program plan  
55 to find documentation that it normally occurs but you just did not observe today. The checklist items  
56 would be found in *Play and Exploration* foundational materials.

57 Quality Early Learning Environments:

- 58 1. Co-teaching is evident. Y/N \_\_\_\_\_
- 59 2. Children are viewed as competent learners & are able to access materials independently.  
60 Y/N \_\_\_\_\_
- 61 3. Authentic and meaningful materials are used with children. Y/N \_\_\_\_\_
- 62 4. Children are provided with meaningful choices. Y/N \_\_\_\_\_
- 63 5. Children’s work, art and photos are displayed respectfully. Y/N \_\_\_\_\_
- 64 6. Family photos are displayed in the early learning program. Y/N \_\_\_\_\_
- 65 7. Documentation of learning is displayed and discusses holistic development. Y/N \_\_\_\_\_
- 66 8. Environment reflects the culture and beliefs of the children, families and staff. Y/N \_\_\_\_\_
- 67 9. Variety of books & other print materials are available throughout the learning environment Y/N \_\_\_\_\_

68 10. A variety of writing materials are accessible to children the majority of the time. Y/N \_\_\_\_\_

69 11. There is evidence of the children’s interests and project(s) in the learning environment.

70 Y/N \_\_\_\_\_

71 **Scoring:**

72 Total up the number of items where you recorded a “Y” above that you observed (curriculum or in  
 73 classrooms), divide by 11 x 100% to come up with a percent and record here \_\_\_\_\_ %. Then  
 74 based on the percentage, you can find the score of 1-4 as per the chart below.

<i>Circle the Appropriate Level</i>	<b>1 = 0 to 25%</b>	<b>2= 26 to 50%</b>	<b>3 = 51 to 75%</b>	<b>4 = 76 to 100%</b>
-------------------------------------	---------------------	---------------------	----------------------	-----------------------

75

76

77 **INDICATOR 3): Developmentally Appropriate Curriculum Based on Assessments of Each Child**

78 **(50-60 minutes)**

79 The key for this quality key indicator is that the program is following an individualized prescribed  
 80 planning document when it comes to curriculum. It does not mean it is a canned program, in fact, it  
 81 shouldn’t if it is based upon the individual needs of each child’s developmental assessment. The  
 82 assessor will ask to see what is used to guide the curriculum. There should be a written document that  
 83 clearly delineates the parameters of the philosophy, activities, guidance, and resources needed for the  
 84 particular curricular approach. There should also be a developmental assessment which is clearly tied to  
 85 the curriculum. The developmental assessment can be home-grown or a more standardized off-the-  
 86 shelf type of assessment, the key being its ability to inform the various aspects of the curriculum. The  
 87 purpose of the assessments is not to compare children but rather to compare the developmental  
 88 progress of individual children as they experience the activities of the curriculum.

89 The following key elements should be present when assessing this quality indicator.

- 90 • 1) The program practices emergent curriculum, allowing the interests of the children to
- 91 determine the learning content. The curriculum is informed by individual developmental
- 92 assessments of each child in the respective classrooms.
- 93 • 2) The children and educators are co-learners in the exploration of projects.
- 94 • 3) Learning activities of the children are documented, displayed in the learning environment
- 95 and used to plan further learning activities. This can be assessed developmentally.

96 **How to Measure:**

97 Take a sample of 10 individual children's records and consider the above three elements for EACH

98 record. You should be asking if there is a clear link between an assessment and the developmentally

99 appropriate curriculum so that an individualized learning approach is being undertaken and each child's

100 developmental needs are taken into consideration. These records could be formal such as portfolios

101 kept for each child or a more informal, anecdotal type of record keeping. The key is that there is a

102 record that can be looked at. It is not adequate if the teacher says they do it from memory – it needs to

103 be written down and documented.

104 Cross check the child's record to the actual curriculum. Record all the instances (Y's) in which this

105 occurs. All three blocks need to be checked for each record (1-10).

106 **Emergent Curriculum is Practiced**

1 Y/N	2 Y/N	3 Y/N	4 Y/N	5 Y/N	6 Y/N	7 Y/N	8 Y/N	9 Y/N	10 Y/N
-------	-------	-------	-------	-------	-------	-------	-------	-------	--------

107 **Key Element 1 +**



108

109 **Children and Educators are Co-learners**

1 Y/N	2 Y/N	3 Y/N	4 Y/N	5 Y/N	6 Y/N	7 Y/N	8 Y/N	9 Y/N	10 Y/N
-------	-------	-------	-------	-------	-------	-------	-------	-------	--------

110 **Key Element 2 +**

111 **Learning Activities are Documented and Displayed and Used to Plan Future Learning**

1 Y/N	2 Y/N	3 Y/N	4 Y/N	5 Y/N	6 Y/N	7 Y/N	8 Y/N	9 Y/N	10 Y/N
-------	-------	-------	-------	-------	-------	-------	-------	-------	--------

112 **Key Element 3 +**

113 **Add the above three Key Elements**

114 All three key elements must have a Y to get an overall score of Y. If all three key elements have a Y for  
 115 that individual record, then record Y in the corresponding block in the overall score.

1 Ys =	2 Ys =	3 Ys =	4 Ys =	5 Ys =	6 Ys =	7 Ys =	8 Ys =	9 Ys =	10 Ys =
--------	--------	--------	--------	--------	--------	--------	--------	--------	---------

116 **= Total of All Three Key Elements**

117 **Scoring:**

118 The number of positive records (all Ys for all three elements) where there is a crosswalk from  
 119 developmental assessment to curriculum \_\_\_\_\_

120 Percent of positive records (all Ys) (divide the number of positive records by 10 x 100%) \_\_\_\_\_ %.

121 Then based on the percentage, you can find the score of 1-4 as per the chart below.

<b>Circle the Appropriate Level</b>	<b>1 = 0 to 25%</b>	<b>2 = 26 to 50%</b>	<b>3 = 51 to 75%</b>	<b>4 = 76 to 100%</b>
-------------------------------------	---------------------	----------------------	----------------------	-----------------------

122

123

124

125 **INDICATOR 4): Opportunities for Staff and Families to Get to Know Each Other (10 minutes)**

126 There should be activities both within the center as well as off site where staff and parents have  
 127 opportunities to meet and greet each other. Communication with family members is documented and  
 128 enables early childhood providers to assess the need for follow-up. Early childhood providers hold  
 129 regular office hours when they are available to talk with family members either in person or by phone.  
 130 Family members are encouraged to lead the conversation and to raise any questions or concerns.

131 **How to Measure:**

132 Look for the following 3 examples in policies developed by the program and determine if they have been  
 133 actually carried out with families. It will be necessary to interview staff to complete this indicator if you  
 134 do not find the three examples in policies:

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

141 **Scoring:**

142 Record the number of Yes’s (Y’s): \_\_\_\_\_ (Range: 0 – 3)(Divide by 3 x 100% = \_\_\_\_\_%). Then based on  
 143 the percentage, you can find the score of 1-4 as per the chart below.

<b><i>Circle the Appropriate Level</i></b>	<b>1 = 0 to 25%</b>	<b>2 = 26 to 50%</b>	<b>3 = 51 to 75%</b>	<b>4 = 76 to 100%</b>
--	---------------------	----------------------	----------------------	-----------------------

144

145

146 **INDICATOR 5): Families Receive Information on Their Child’s Progress Regularly Using a**  
147 **Formal Mechanism (Report or Parent Conference) (10 minutes)**

148 Based upon Indicator #3 above, the information gleaned from the developmental assessments should  
149 be the focus of the report or parent conference. Parental feedback about the assessment and how it  
150 compares to their experiences at home would be an excellent comparison point. All these interactions  
151 should be done in a culturally and linguistically appropriate way representing the parents being served.

152 **How to Measure:**

153 Look for the following four examples in policies developed by the program and determine if they have  
154 actually been carried out with families. Record the number of reports completed or parent conferences  
155 over the past year. It will be necessary to interview staff to complete this indicator if you cannot  
156 determine from records that the conferences or reports were actually completed.

157 NOTE: The examples are mutually exclusive and are not additive; the first example is the highest scored,  
158 the third example the least scored. After 1-3 are determined, then do the last example.

- 159 • 1) The program does have regularly scheduled (at least 2xs/year) parent conferences in which  
160 the children’s developmental progress is discussed AND provides the family with a report of  
161 their child’s developmental progress. Y/N \_\_\_\_\_ (Score 3 points). If “Yes” then go to Number 4.  
162 If “No”, then go to numbers 2 and 3.
- 163 • 2) The program has regularly scheduled (at least 2xs/year) parent conferences in which the  
164 children's developmental progress is discussed, but it does not provide a report to the parents  
165 on their child’s developmental progress. Y/N \_\_\_\_\_ (Score 2 points).

166 • 3) If the program does not have regularly scheduled (at least 2xs/year) parent conferences does  
167 it provide the family with a report of their child's developmental progress. Y/N \_\_\_\_\_ (Score 1  
168 point). Go to Number 4.

169 • 4) All these interactions are done in a culturally and linguistically appropriate way representing  
170 the parents being served. Y/N \_\_\_\_\_ (Score 1 point)

171 **Scoring:**

172 Add up the total points based on the Ys, this will range from "0" to "4". The only way a program can  
173 receive a "4", is if a program has regularly scheduled parent conferences at least 2xs/year and provides  
174 the family with a report of their child's progress; and it is done in a culturally and linguistically  
175 appropriate way.

176 Record the number of points: \_\_\_\_\_ (Range: 0 - 4)

177

**178 OBSERVATIONS:**

179 *For quality key indicators 6, 7 and 8, it is recommended that the licensing consultant refer to the*  
180 *appropriate Environmental Rating Scale (ERS) tool as a reference tool because these indicators are taken*  
181 *directly from these tools. It is also recommended that these be assessed/observed throughout the day*  
182 *and not just during key activity times. Please follow the specific instructions and examples as delineated*  
183 *below and in the appropriate ERS tool: ECERS 3 (Items 12 and 13) or ITERS (Item 12). These specific*  
184 *instructions and examples are provided within this tool for ease of administration and data collection. If*  
185 *there are several preschool aged classrooms randomly select one to do your observations.*

186

**187 INDICATOR 6): Educators Encourage Children to Communicate (20 minutes)**

188 Assessors will need to observe this item when they do their classroom observations. Initially you can ask  
189 educators or the director how children are encouraged to communicate but in order to gather reliable  
190 and valid information regarding this question/standard, it needs to be observed in the various  
191 interactions of staff and children. Things to look for would be more back and forth conversations rather  
192 than one-way conversations where educators are telling children what to do. Look for opportunities  
193 where children can describe what they are doing, how they feel about what they are doing, and why  
194 they are doing the particular activities. Educators expand upon children's conversations. These  
195 opportunities can occur anywhere in the classroom or outside, such as in dramatic play, table top  
196 activities or on the playground. Materials should be present that encourage communication such as toy  
197 telephones, puppets, flannel boards, dolls and dramatic play props, small barns, fire stations, or  
198 dollhouses. These create a lot of conversation among children as they assume many different roles.  
199 Children also talk when there is an interested person who listens to them. The staff in a high-quality

200 early childhood classroom will use both activities and materials to encourage growth in communication  
201 skills.

202 **How to Measure:**

203 Observe the classroom for a minimum of 15 minutes. Once completed, consider where the classroom  
204 falls based on the following scale;

205 Score the classroom a 1 if the following occur:

- 206 • No activities used by staff with children to encourage them to communicate, for example:  
207 nontalking about drawings, dictating stories, sharing ideas at circle time, finger plays, singing  
208 songs. Y/N \_\_\_\_\_
- 209 • Very few materials accessible that encourage children to communicate. Y/N \_\_\_\_\_

210 Score the classroom a 2 if the following occur (If the classroom does not have all 3 indicators but has 1-2  
211 of the indicators then score this item 1+):

- 212 • Some activities used by staff with children to encourage them to communicate. Y/N \_\_\_\_\_
- 213 • Some materials accessible to encourage children to communicate. Y/N \_\_\_\_\_
- 214 • Communication activities are generally appropriate for the children in the group. Y/N \_\_\_\_\_

215 Score the classroom a 3 if the following occur (If the classroom does not have both indicators but has  
216 one of the indicators then score this item 2+):

- 217 • Communication activities take place during both free play and group times, for example: child  
218 dictates story about painting; small group discusses trip to store. Y/N \_\_\_\_\_
- 219 • Materials that encourage children to communicate are accessible in a variety of interest centers,  
220 for example: small figures and animals in block area; puppets and flannel board pieces in book  
221 area; toys for dramatic play outdoors or indoors. Y/N \_\_\_\_\_

222 Score the classroom a 4 if the following occur (If the classroom does not have both indicators but has  
 223 one of the indicators then score this item 3+):

224 • Staff balance listening and talking appropriately for age and abilities of children during  
 225 communication activities, for example: leave time for children to respond; verbalize for child  
 226 with limited communication skills. Y/N \_\_\_\_\_

227 • Staff link children’s spoken communication with written language, for example: write down  
 228 what children dictate and read it back to them; help them write note to parents. Y/N \_\_\_\_\_

229 **Scoring:**

230 *Total up the number of “Y’s” and record the appropriate level. In order for a classroom to receive a*  
 231 *particular score, all “Y’s” must be checked for the appropriate level (1 - 4) from above or partial credit*  
 232 *given in order to obtain a “+”. If there is a “+” please also mark it in the box.*

<b>Circle the Appropriate Level</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
-------------------------------------	----------	----------	----------	----------

233

234

235 **INDICATOR 7): Infant Toddler Observation (if applicable) (20 minutes)**

236 *NOTE: If there is an infant, toddler or combined infant/toddler classroom that needs to be assessed, then*  
 237 *use the following ITERS item directly from the ITERS Tool (Item 12), if there is not an infant toddler*  
 238 *classroom, then skip to Indicator 8.*

239

240 Conversations and questions should be used with all children, even young infants. Conversations using  
 241 verbal and nonverbal turn-taking should be considered when scoring. Most conversations and  
 242 questions initiated by infants will be nonverbal, such as widening of baby’s eyes or waving arms and  
 243 legs. Observe staff response to such nonverbal communication. For infants and toddlers, the  
 244 responsibility for starting most conversations and asking questions belongs to the staff. As children

245 become more able to initiate communication, staff should modify their approach in order to allow  
246 children to take on a greater role in initiating conversations and asking questions. Staff should provide  
247 answers to questions used with children if child cannot answer, and as children become more able to  
248 respond, questions should start to include those that the child can answer. If there was not an infant  
249 classroom, skip this Indicator and please note that here and on the summary score sheet by marking  
250 N/A: \_\_\_\_\_

251 **How to Measure:**

252 Observe the classroom for a minimum of 15 minutes. Once completed, consider where the classroom  
253 falls based on the following scale;

254 Score the classroom a 1 if the following occurs:

- 255 • Staff never initiate turn-taking conversations with children, for example: rarely encourage baby  
256 to babble back; simple back and forth exchanges with verbal children never observed.

257 Y/N \_\_\_\_\_

- 258 • Staff questions are often not appropriate for children or no questions are asked, for example:  
259 too difficult to answer; carry a negative message. Y/N \_\_\_\_\_

- 260 • Staff respond negatively when children can't answer questions, for example: "You should know  
261 this"; "You did not listen". Y/N \_\_\_\_\_

262 Score the classroom a 2 if the following occurs (If the classroom does not have all 3 indicators but has 1-  
263 2 of the indicators then score this item 1+):

- 264 • Staff sometimes initiate conversations with children, for example: babble back and forth with  
265 baby; copy baby's sounds; respond to baby's crying with verbal response; have short back and  
266 forth toddler interactions. Y/N \_\_\_\_\_

267 • Staff sometimes ask children appropriate questions and wait for child to respond, for example:  
268 ask baby if she likes toy and pay attention as baby smiles; ask toddler what he is eating and wait  
269 for him to think of word. Y/N \_\_\_\_\_

270 • Staff respond neutrally or positively to children who can't answer questions. Questions asked  
271 are sometimes meaningful to children, for example: child responds with interest; does not  
272 ignore staff questions. Y/N \_\_\_\_\_

273 Score the classroom a 3 if the following occurs (If the classroom does not have all 4 indicators but has 1-  
274 3 of the indicators then score this item 2+):

275 • Staff initiate engaging conversations with children throughout the observation, for example:  
276 show enthusiasm; use tone that attracts child's attention. Y/N \_\_\_\_\_

277 • Staff often personalize questions and/or conversations for individual children, for example: talk  
278 about children's families, preferences, interests; what they are playing with; what they did over  
279 weekend; child's mood; use child's name. Y/N \_\_\_\_\_

280 • Staff often pay attention to children's questions, verbal or nonverbal, and answer in a satisfying  
281 manner for the child. Y/N \_\_\_\_\_

282 • Staff ask questions in which children show interest in answering, for example: make the  
283 questions funny or mysterious; use attractive tone; meaningful and not too difficult to answer.  
284 Y/N \_\_\_\_\_

285 Score the classroom a 4 if the following occurs (If the classroom does not have both indicators but has  
286 one of the indicators then score this item 3+):

287 • Staff frequently have turn taking conversations with children throughout the observations.  
288 Many appropriate questions are used throughout the observation, during both play and  
289 routines. Y/N \_\_\_\_\_

- 290 • Staff ask children appropriate questions, wait a reasonable time for child response, and then  
 291 answer if needed, for example: “Are you hungry? . . . Yes, you are!”; “Where’s the ball? . . .  
 292 These it is! You found the ball”. Y/N \_\_\_\_\_

293 **Scoring:**

294 *Total up the number of “Y’s” and record the appropriate level. In order for a classroom to receive a*  
 295 *particular score, all “Y’s” must be checked for the appropriate level (1 - 4) from above or partial credit*  
 296 *given in order to obtain a “+”.*

<b>Circle the Appropriate Level</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
-------------------------------------	----------	----------	----------	----------

297

298

299 **INDICATOR 8): Educators Use Language to Develop Reasoning Skills (20 minutes)**

300 Assessors will need to observe very carefully as this standard can be difficult to determine because it is  
 301 tying language and cognition together. Again, this opportunity can occur in any setting in or out of the  
 302 classroom because it is the basis for problem solving through the use of language. Also look for  
 303 educators redirecting children’s conversations when appropriate. Staff should use language to talk  
 304 about logical relationships using materials that stimulate reasoning. Through the use of materials, staff  
 305 can demonstrate concepts such as same/different, classifying, sequencing, one-to-one correspondence,  
 306 spatial relationships, and cause and effect.

307 **How to Measure:**

308 Observe the classroom for a minimum of 15 minutes. Once completed, consider where the classroom  
 309 falls based on the following scale;

310 Score the classroom a 1 if the following occur:

- 311 • Staff do not talk with children about logical relationships, for example: ignore children's  
312 questions and curiosity about why things happen, do not call attention to sequence of daily  
313 events, differences and similarity in number, size, shape, cause and effect. Y/N \_\_\_\_\_
- 314 • Concepts are introduced inappropriately, for example: concepts too difficult for age and abilities  
315 of children, inappropriate teaching methods used such as worksheets without any concrete  
316 experiences; teacher gives answers without helping children to figure things out. Y/N \_\_\_\_\_

317 Score the classroom a 2 if the following occur (If the classroom does not have both indicators but has  
318 one of the indicators then score this item 1+):

- 319 • Staff sometimes talk about logical relationships or concepts, for example: explain that outside  
320 time comes after snacks, points out differences in sizes of blocks children use. Y/N \_\_\_\_\_
- 321 • Some concepts are introduced appropriately for ages and abilities of children in group, using  
322 words and experiences, for example: guide children with questions and words to sort big and  
323 little blocks or to figure out why ice melts. Y/N \_\_\_\_\_

324 Score the classroom a 3 if the following occur (If the classroom does not have both indicators but has  
325 one of the indicators then score this item 2+):

- 326 • Staff talk about logical relationships while children play with materials that stimulate reasoning,  
327 for example: sequence cards, same/different games, size and shape toys, sorting games,  
328 numbers and math games. Y/N \_\_\_\_\_
- 329 • Children are encouraged to talk through or explain their reasoning when solving problems, for  
330 example: why they sorted objects into different groups, in what way two pictures are the same  
331 or different. Y/N \_\_\_\_\_

332 Score the classroom a 4 if the following occur (If the classroom does not have both indicators but has  
333 one of the indicators then score this item 3+):

- 334 • Staff encourage children to reason throughout the day, using actual events and experiences as a  
 335 basis for concept development, for example: children learn sequence by talking about their  
 336 experiences in the daily routine or recalling the sequence of a cooking project. Y/N \_\_\_\_\_
- 337 • Concepts are introduced based upon children's interests or needs to solve problems, for  
 338 example: talk children through balancing a tall block building, help children figure out how many  
 339 spoons are needed to set a table. Y/N \_\_\_\_\_

340 **Scoring:**

341 *Total up the number of "Y's" and record the appropriate level. In order for a classroom to receive a*  
 342 *particular score, all "Y's" must be checked for the appropriate level (1 - 4) from above or partial credit*  
 343 *given in order to obtain a "+".*

<b>Circle the Appropriate Level</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
-------------------------------------	----------	----------	----------	----------

344

345 *For quality key indicators 9 and 10 it is recommended that these be assessed/observed throughout the*  
 346 *day and not just during key activity times. These two quality key indicators should be observed in two-*  
 347 *minute blocks over ten sequences for a total of 20 minutes. These two items should also be used with*  
 348 *each age group you are assessing.*

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

351

352 **INDICATOR 9): Educators Listen Attentively When Children Speak (25 minutes)**

353 This quality indicator focuses on the early childhood educator(s) looking directly at the children with  
 354 nods, rephrases their comments, engages in conversations. Children should have the undivided  
 355 attention of the specific educator they are addressing. Educators should not be looking away or pre-

356 occupied with others. They should be at the child’s level making eye contact. The intent is to observe all  
 357 children and educators in the room.

358 **How to Measure:**

359 Do this in timed 2-minute observations recording each time you observe this occurring. Record at least  
 360 10 different observation periods. These do not need to be consecutive in order to fully observe  
 361 classrooms and educators. Please use the following scale to assess your recordings: Likert Scale (1-4)  
 362 where 1 = Never/Not at All; 2 = Somewhat/Few Instances; 3 = Quite a Bit/Many Instances; 4 = Very  
 363 Much/Consistently):

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

--	--	--	--	--	--	--	--	--	--

366 **Scoring:**

367 Once all the observations are made, add up the results from the Likert Scale (1-4) and record the total  
 368 number here: \_\_\_\_\_ (Range: 10 - 40)(Divide this result by 10) = \_\_\_\_\_ (1-  
 369 4)(Round upward or downward to the whole number (3.7 = 4; 2.2 = 2)).

<b><i>Circle the Appropriate Level</i></b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
--	----------	----------	----------	----------

370

371

372 **INDICATOR 10): Educators Speak Warmly to Children (25 minutes)**

373 This quality indicator focuses on the early childhood educator(s) always engaging in a caring voice and  
 374 body language with every child. Educators do not use harsh language or commands in speaking to  
 375 children, but rather again are on the child’s level making eye contact. Think of the way Fred Rogers

376 would engage his audience where you always felt you were the most important person in the world  
 377 when he talked into the TV.

378 **How to Measure:**

379 Do this in timed 2-minute observations recording each time you observe this occurring. Record at least  
 380 10 different observation periods. Please use the following scale to make your recordings: (This item is on  
 381 a Likert Scale (1-4) where 1 = Never/Not at All; 2 = Somewhat/Few Instances; 3 = Quite a Bit/Many  
 382 Instances; 4 = Very Much/Consistently):

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

--	--	--	--	--	--	--	--	--	--

385 **Scoring:**

386 Once all the observations are made, add up the results from the Likert Scale (1-4) and record the total  
 387 number here: \_\_\_\_\_ (Range: 10 - 40)(Divide this result by 10) = \_\_\_\_\_ (1-4). (Round  
 388 upward or downward to the whole number (3.7 = 4; 2.2 = 2)).

<b>Circle the Appropriate Level</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
-------------------------------------	----------	----------	----------	----------

389

390

391 **INDICATOR 11): Reflective Supervision Placeholder TBD.**

392

393

394 **Notes (record any notations for indicators here by noting the number of the quality indicator and any**  
395 **notes or comments):**

396 \_\_\_\_\_

397 \_\_\_\_\_

398 \_\_\_\_\_

399 \_\_\_\_\_

400 \_\_\_\_\_

401 \_\_\_\_\_

402 \_\_\_\_\_

403 \_\_\_\_\_

404 \_\_\_\_\_

405 \_\_\_\_\_

406 \_\_\_\_\_

407 \_\_\_\_\_

408 \_\_\_\_\_

409 \_\_\_\_\_

410 \_\_\_\_\_

411 \_\_\_\_\_

412 \_\_\_\_\_

413 \_\_\_\_\_

414 \_\_\_\_\_

415 \_\_\_\_\_

Saskatchewan ECPQI

416 After completing your observations, reviewing all documentation, and interviewing staff when  
 417 necessary, please transfer all your results to the Summary Table below. If there was not an infant  
 418 classroom, please note here, NO infant classrooms: \_\_\_\_\_

419  
 420

<u>Key Q Indicator</u>	<u>Quality Indicator Content</u>	<u>Scale</u>	<u>Potential Score</u>	<u>Actual Score</u>
QKI 1	Professional Development	NAEYC	1-4	
QKI 2	The Environment	Saskatchewan	1-4	
QKI 3	Curriculum and Assessment	NAEYC	1-4	
QKI 4	Family Engagement I	QRIS	1-4	
QKI 5	Family Engagement II	QRIS	1-4	
QKI 6	Communication	ECERS	1-4	
QKI 7	Infant Classroom	ITERS	1-4 or NA	
QKI 8	Reasoning Skills	ECERS	1-4	
QKI 9	Listen Attentively	CIS	1-4	
QKI 10	Speak Warmly	CIS	1-4	

421

422 **Notes:**

423

424

425

426

427

428

429

430 All these 10 quality indicators (SKPQI) have been taken from other sources having been identified in Quality  
431 Indicator Studies from 1980 – 2020. Please refer back to the source documents for details on their creation:  
432 *ECERS, ITERS, QRIS/INQUIRE, CIS/Arnett, NAEYC, SASKATCHEWAN PLAY & EXPLORATION.*

433  
434  
435  
436

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

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

440  
441  
442

-----

443 Additional Information: Derek Pardy, Government of Saskatchewan, Early Years, Ministry of Education, 2-2220  
444 College Ave, Regina, SK, Canada S4P 4V9.

445 Additional Information regarding the psychometrics of the tool: Richard Fiene, Ph.D., Research Psychologist,  
446 Research Institute for Key Indicators & Penn State University. [Fiene@psu.edu](mailto:Fiene@psu.edu)

447  
448

4/1/2021

449

SKPQI7

450  
451  
452