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The logo for NARA (National Assessment and Reporting Agency) is a blue arrow pointing to the right, with the letters "NARA" in white, bold, sans-serif font inside it.

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Saskatchewan's Early Learning and Child Care Program Quality Key Indicator Instrument



3 **Saskatchewan’s Early Learning and Child Care Program Quality Key Indicator Instrument**
4 **(SKECPQI Ver9L)**

5 **The Saskatchewan Program Quality Work Group¹**

6 **October 2020 (revised January 2023)**

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9 **INTRODUCTION and BACKGROUND to SKECPQI**

10 Ten Quality Key Indicators (QKI) make up the Saskatchewan’s Early Learning and Child Care Program
11 Quality Key Indicator Instrument (SKECPQI). The details about each of the Quality Indicators and data
12 collection instructions in order to obtain the necessary data to determine if a program meets the Key
13 Quality Indicators are delineated below for each quality key indicator. Part 1 - Quality Key Indicators
14 (QKI) 1 – 5 will be collected via record or document review, interviewing individuals, or observation.
15 Part 2 - Quality Key Indicators (QKI) 6 – 10 will be collected via observations in the classrooms
16 throughout the assessment.

17 These ten quality key indicators were taken from previous studies conducted over the past 40 years by
18 Dr Richard Fiene utilizing the Regulatory Compliance Key Indicator metric (RCKIm) that he developed in
19 the late 1970’s. These QKI have held up over time and have now been coupled together into this tool
20 and being pilot tested in the Province of Saskatchewan. The original tool was reviewed by a Provincial
21 Ministry of Education Work Group who met during 2019-2020 and made some revisions to the original
22 tool. All these changes are reflected in this version of the SKECPQI.

23 _____
24 1) Saskatchewan Program Quality Work Group: Kim Taylor, Derek Parady, Cindy Jeanes, Tanya Mengel, Samantha Ecarnot, Karen
25 Heinrichs, Michelle Vellenoweth, Kristin Jarvis, and Rick Fiene.

26 2) The initial estimated time to complete the assessment is three and a half hours (3.5 hrs)].

28

29 **PART 1 – Record/Document Review, Interview, Observation Quality Indicators**

30

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

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

35 **How to Measure:**

36 Go to the **Staff Information Summary** form to obtain the data for this item. There are two particular
37 columns that will do this. Under Certification: *Certification Date and Certification Level* (Highest ECE
38 Level Certified). The certification date should be earlier than the date of the review and the actual level
39 of the certification. In this case, we are interested in the number of (ECEIII's). Record the number of
40 ECEIII working at least 65 hours/month. Then record the number of total teaching staff working at least
41 65 hours/month below as well. Teaching staff is defined as staff who have a responsibility for working
42 with the children and the programming. Determine the percentage by dividing the total number of staff
43 into the total number of ECEIII Certified teaching staff, ECEIII Certified teaching staff is the numerator,
44 and the total number of teaching staff is the denominator (ECEIII/Total number of teaching staff x 100%
45 = Percent).

46 **Scoring for PQI 1:**

47 The total number of ECEIII Certified teaching staff _____ (1.1)

48 The total number of teaching staff _____ (1.2)

49 Total ECEIII teaching staff divided by the total number of teaching staff _____ (%).

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

<i>Circle the Appropriate Level</i>	<i>1 = 0 to 25%</i>	<i>2 = 26 to 50%</i>	<i>3 = 51 to 75%</i>	<i>4 = 76 to 100%</i>
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53 **INDICATOR 2): Stimulating and Dynamic Environment (10 minutes)**

54 The criteria for measuring this are drawn from *Play and Exploration Guide*. The program is child
 55 centered. Children are viewed as competent learners, and they have the freedom to access classroom
 56 materials independently without adult intervention. The children are provided with meaningful choices
 57 through activity/learning centers. There is evidence of the children's interests and their projects in the
 58 learning environment.

59 **How to Measure:**

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

65 Quality Early Learning Environments (Please record all that you observe Y or N):

- 66 1. Co-teaching is evident. Y/N ____ (2.1)
- 67 2. Children are viewed as competent learners & can access materials independently. Y/N ____ (2.2)
- 68 3. Authentic and meaningful materials are used with children. Y/N ____ (2.3)
- 69 4. Children are provided with meaningful choices. Y/N ____ (2.4)
- 70 5. Children's work, art and photos are displayed respectfully. Y/N ____ (2.5)
- 71 6. Family photos are displayed in the early learning program. Y/N ____ (2.6)
- 72 7. Documentation of learning is displayed and discusses holistic development. Y/N ____ (2.7)
- 73 8. Environment reflects the culture and beliefs of the children, families and staff. Y/N ____ (2.8)

74 9. Variety of books & other print materials are available throughout the classroom Y/N ____ (2.9)

75 10. A variety of writing materials are accessible to children most of the time. Y/N ____ (2.10)

76 11. There is evidence of the children’s interests & projects in the classroom. Y/N ____ (2.11)

77 **Scoring for PQI 2:**

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

<i>Circle the Appropriate Level</i>	<i>1 = 0 to 25%</i>	<i>2 = 26 to 50%</i>	<i>3 = 51 to 75%</i>	<i>4 = 76 to 100%</i>
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83 **INDICATOR 3): Developmentally Appropriate Curriculum Based on Assessments of Each Child**

84 **(50-60 minutes)**

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

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

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

102

103 **How to Measure:**

104 Take a sample of 10 individual children's records and consider the above three elements for EACH
 105 record. You should be asking yourself if there is a clear link between an assessment and the
 106 developmentally appropriate curriculum so that an individualized learning approach is being undertaken
 107 and each child's developmental needs are taken into consideration. These records could be formal, such
 108 as portfolios kept for each child or a more informal, anecdotal type of record keeping. The key is that
 109 there is a record that can be looked at. It is not adequate if the teacher says they do it from memory – it
 110 needs to be written down and documented.

111 Cross check the child's record to the actual curriculum. Record all the instances (Y's) in which this
 112 occurs. All three blocks need to be checked for each record (1-10).

113 **Emergent Curriculum is Practiced (3.1)**

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
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114 **Key Element 1 +**

115 **Children and Educators are Co-learners (3.2)**

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
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116 **Key Element 2 +**

117 **Learning Activities are Documented and Displayed and Used to Plan Future Learning (3.3)**

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
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118 **Key Element 3 +**

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

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1 Ys =	2 Ys =	3 Ys =	4 Ys =	5 Ys =	6 Ys =	7 Ys =	8 Ys =	9 Ys =	10 Ys =
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121 = Total of All Three Key Elements (3.4)

122 **Scoring for PQI 3:**

123 The number of positive records (all Ys for all three elements) where there is a crosswalk from
124 developmental assessment to curriculum _____

125 Percent of positive records (all Ys) (divide the number of positive records by 10 x 100%) _____ %.

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

Circle the Appropriate Level	1 = 0 to 25%	2 = 26 to 50%	3 = 51 to 75%	4 = 76 to 100%
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129 **INDICATOR 4): Opportunities for Staff and Families to Get to Know Each Other (10 minutes)**

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

135 **How to Measure:**

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

- 139 1. The program provides communication, education, and informational materials & opportunities
 140 for families that are delivered in a way that meets their diverse needs. Y/N_____ (4.1)
- 141 2. The program communicates with families using different modes of communication, and at least
 142 one mode promotes two-way communication. Y/N _____ (4.2)
- 143 3. The program demonstrates respect and engages in ongoing two-way communication. The
 144 program respects each family's strengths, choices, & goals for their children. Y/N ____ (4.3)

145 **Scoring for PQI 4:**

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

<i>Circle the Appropriate Level</i>	<i>1 = 0 to 25%</i>	<i>2= 26 to 50%</i>	<i>3 = 51 to 75%</i>	<i>4 = 76 to 100%</i>
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151 **INDICATOR 5): Families Receive Information on Their Child’s Progress Regularly Using a**
152 **Formal Mechanism (Report or Parent Conference) (10 minutes)**

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

157 **How to Measure:**

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

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

- 164 • 1) The program does have regularly scheduled (at least 2xs/year) parent conferences in which
165 the children’s developmental progress is discussed AND provides the family with a report of
166 their child’s developmental progress. Y/N _____ (5.1) (Score 3 points). If “Yes” then go to
167 Number 4. If “No”, then go to numbers 2 and 3.

- 168 • 2) The program has regularly scheduled (at least 2xs/year) parent conferences in which the
169 children's developmental progress is discussed, but it does not provide a report to the parents
170 on their child's developmental progress. Y/N _____ (5.2) (Score 2 points).
- 171 • 3) If the program does not have regularly scheduled (at least 2xs/year) parent conferences, does
172 it provide the family with a report of their child's developmental progress. Y/N _____ (5.3)
173 (Score 1 point). Go to Number 4.
- 174 • 4) All these interactions are done in a culturally and linguistically appropriate way representing
175 the parents being served. Y/N _____ (5.4) (Score 1 point)

176 **Scoring for PQI5:**

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

181 Record the number of points: _____ (Range: 0 - 4)

182

183

184 **PART 2 - OBSERVATIONS:**

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

192

193 **INDICATOR 6): Educators Encourage Children to Communicate (20 minutes) (Preschool Class)**

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

205 Children also talk when there is an interested person who listens to them. The staff in a high-quality
206 early childhood classroom will use both activities and materials to encourage growth in communication
207 skills.

208 **How to Measure:**

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

211 Score the classroom a 1 if the following occur:

212 • No activities used by staff with children to encourage them to communicate, for example:
213 nontalking about drawings, dictating stories, sharing ideas at circle time, finger plays, singing
214 songs. Y/N ____ (6.1)

215 • Very few materials accessible that encourage children to communicate. Y/N ____ (6.2)

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

218 • Some activities are used by staff w/children to encourage them to communicate. Y/N ____
219 (6.3)

220 • Some materials are accessible to encourage children to communicate. Y/N ____ (6.4)

221 • Communication activities are generally appropriate for the children in the group. Y/N ____
222 (6.5)

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

225 • Communication activities take place during both free play and group times, for example: child
226 dictates story about painting; small group discusses trip to store. Y/N ____ (6.6)

227 • Materials that encourage children to communicate are accessible in a variety of interest centers,
 228 for example: small figures and animals in block area; puppets and flannel board pieces in book
 229 area; toys for dramatic play outdoors or indoors. Y/N _____ (6.7)

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

232 • Staff balance listening and talking appropriately for age and abilities of children during
 233 communication activities, for example: leave time for children to respond; verbalize for child
 234 with limited communication skills. Y/N _____ (6.9)

235 • Staff link children’s spoken communication with written language, for example: write down
 236 what children dictate & read it back to them; help them write notes to parents. Y/N _____
 237 (6.10)

238 **Scoring for PQI 6:**

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

Circle the Appropriate Level	1	2	3	4
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244 **INDICATOR 7): Infant Toddler Observation (if applicable) (20 minutes) (Infant Classroom)**

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

248

249 Conversations and questions should be used with all children, even young infants. Conversations using
 250 verbal and nonverbal turn-taking should be considered when scoring. Most conversations and
 251 questions initiated by infants will be nonverbal, such as widening of baby's eyes or waving arms and
 252 legs. Observe staff response to such nonverbal communication. For infants and toddlers, the
 253 responsibility for starting most conversations and asking questions belongs to the staff. As children
 254 become more able to initiate communication, staff should modify their approach in order to allow
 255 children to take on a greater role in initiating conversations and asking questions. Staff should provide
 256 answers to questions used by children if children cannot answer, and as children become more able to
 257 respond, questions should start to include those that the child can answer. If there was not an infant
 258 classroom, skip this Indicator and please note that here and on the summary score sheet by marking
 259 N/A: _____

260 **How to Measure:**

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

263 Score the classroom a 1 if the following occurs:

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

266 _____ (7.1)

267 • Staff questions are often not appropriate for children, or no questions are asked, for example:
268 too difficult to answer; carry a negative message. Y/N _____ (7.2)

269 • Staff respond negatively when children can't answer questions, for example: "You should know
270 this"; "You did not listen". Y/N _____ (7.3)

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

273 • Staff sometimes initiate conversations with children, for example: babble back and forth with
274 baby; copy baby's sounds; respond to baby's crying with verbal response; have short back and
275 forth toddler interactions. Y/N _____ (7.4)

276 • Staff sometimes ask children appropriate questions and wait for the child to respond, for
277 example: ask baby if she likes toy and pay attention as baby smiles; ask toddler what he is eating
278 and wait for him to think of word. Y/N _____ (7.5)

279 • Staff respond neutrally or positively to children who can't answer questions. Questions asked
280 are sometimes meaningful to children, for example: child responds with interest; does not
281 ignore staff questions. Y/N _____ (7.6)

282 Score the classroom a 3 if the following occurs (If the classroom does not have all 4 indicators but has 2
283 or more of the indicators then score this item 2+):

284 • Staff initiate engaging conversations with children throughout the observation, for example:
285 show enthusiasm; use tone that attracts child's attention. Y/N _____ (7.7)

286 • Staff often personalize questions and/or conversations for individual children, for example: talk
287 about children's families, preferences, interests; what they are playing with; what they did over
288 weekend; child's mood; use child's name. Y/N _____ (7.8)

289 • Staff often pay attention to children's questions, verbal or nonverbal, and answer in a satisfying
290 manner for the child. Y/N _____ (7.9)

291 • Staff ask questions in which children show interest in answering, for example: make the
 292 questions funny or mysterious; use attractive tone; meaningful and not too difficult to answer.

293 Y/N _____ (7.10)

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

296 • Staff frequently have turn taking conversations with children throughout the observations.
 297 Many appropriate questions are used throughout the observation, during both play and
 298 routines. Y/N _____ (7.11)

299 • Staff ask children appropriate questions, wait a reasonable time for child response, and then
 300 answer if needed, for example: “Are you hungry? . . . Yes, you are!”; “Where’s the ball? . . .
 301 These it is! You found the ball”. Y/N _____ (7.12)

302

303 **Scoring for PQI 7:**

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

Circle the Appropriate Level	1	2	3	4
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309 **INDICATOR 8): Educators Use Language to Develop Reasoning Skills (20 minutes) (Preschool)**

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

317 **How to Measure:**

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

320 Score the classroom a 1 if the following occur:

- 321 • Staff do not talk with children about logical relationships, for example: ignore children's
 322 questions and curiosity about why things happen, do not call attention to sequence of daily
 323 events, differences and similarity in number, size, shape, cause and effect. Y/N ____ (8.1)
- 324 • Concepts are introduced inappropriately, for example: concepts too difficult for age and abilities
 325 of children, inappropriate teaching methods used such as worksheets without any concrete
 326 experiences; teacher gives answers w/o helping children to figure things out. Y/N ____ (8.2)

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

- 329 • Staff sometimes talk about logical relationships or concepts, e.g.: explain that outside time
 330 comes after snacks, point out differences in sizes of blocks children use. Y/N ____ (8.3)

- 331 • Some concepts are introduced appropriately for ages and abilities of children in group, using
332 words and experiences, for example: guide children with questions and words to sort big and
333 little blocks or to figure out why ice melts. Y/N ____ (8.4)

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

- 336 • Staff talk about logical relationships while children play with materials that stimulate reasoning,
337 for example: sequence cards, same/different games, size and shape toys, sorting games,
338 numbers and math games. Y/N ____ (8.5)

- 339 • Children are encouraged to talk through or explain their reasoning when solving problems, for
340 example: why they sorted objects into different groups, in what way two pictures are the same
341 or different. Y/N ____ (8.6)

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

- 344 • Staff encourage children to reason throughout the day, using actual events and experiences as a
345 basis for concept development, e.g.: children learn sequence by talking about their experiences
346 in the daily routine or recalling the sequence of a cooking project. Y/N ____ (8.7)

- 347 • Concepts are introduced based upon children's interests or needs to solve problems, for
348 example: talk children through balancing a tall block building, help children figure out how many
349 spoons are needed to set a table. Y/N ____ (8.8)

350

351 **Scoring for PQI 8:**

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

<i>Circle the Appropriate Level</i>	1	2	3	4
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357 *For quality key indicators 9 and 10 it is recommended that these be assessed/observed throughout the*
358 *observation period and not just during key activity times. These two quality key indicators should be*
359 *observed in two-minute blocks over ten sequences for a total of 20 minutes. These two items should also*
360 *be used with each age group you are assessing.*

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

363

364

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

366 This quality indicator focuses on the early childhood educator(s) looking directly at the children with
367 nods, rephrases their comments, engages in conversations. Children should have the undivided
368 attention of the specific educator they are addressing. Educators should not be looking away or pre-
369 occupied with others. They should be at the child's level making eye contact. The intent is to observe all
370 children and educators in the room.

371 **How to Measure:**

372 Do this in timed 2-minute observations recording each time you observe this occurring. Record at least
373 10 different observation periods. These do not need to be consecutive in order to fully observe
374 classrooms and educators. Please use the following scale to assess your recordings: Likert Scale (1-4)
375 where 1 = Never/Not at All; 2 = Somewhat/Few Instances; 3 = Quite a Bit/Many Instances; 4 = Very
376 Much/Consistently):

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

Saskatchewan ECPQI

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380 10 Observations:

381 10.1 2 3 4 5 6 7 8 9 10.10

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383 **Scoring for PQI 9:**

384 Once all the observations are made, add up the results from the Likert Scale (1-4) and record the total

385 number here: _____ (Range: 10 - 40)(Divide this result by 10) = _____ (1-

386 4)(Round upward or downward to the whole number (3.7 = 4; 2.2 = 2)).

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Circle the Appropriate Level	1	2	3	4
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390 **INDICATOR 10): Educators Speak Warmly to Children (25 minutes)**

391 This quality indicator focuses on the early childhood educator(s) always engaging in a caring voice and
 392 body language with every child. Educators do not use harsh language or commands in speaking to
 393 children, but rather again are on the child’s level making eye contact. Think of the way Fred Rogers
 394 would engage his audience where you always felt you were the most important person in the world
 395 when he talked to the TV.

396 **How to Measure:**

397 Do this in timed 2-minute observations recording each time you observe this occurring. Record at least
 398 10 different observation periods. Please use the following scale to make your recordings: (This item is on
 399 a Likert Scale (1-4) where 1 = Never/Not at All; 2 = Somewhat/Few Instances; 3 = Quite a Bit/Many
 400 Instances; 4 = Very Much/Consistently):

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

403 10 Observations:

404 10.1 2 3 4 5 6 7 8 9 10.10

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

405

406 **Scoring for PQI 10:**

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

Circle the Appropriate Level	1	2	3	4
-------------------------------------	----------	----------	----------	----------

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411
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416
417
418
419
420
421

INDICATOR 11): Reflective Supervision Placeholder TBD. The Work Group had a great deal of discussion regarding this Quality Indicator and could not come to an agreeable format for this QI, so for the purposes of the initial pilot testing, the Coaching/Reflective Supervision Quality Indicator is not included. However, this is acknowledged as an important quality indicator and will be addressed in future versions of this tool. If you have the time, ask the director if they do any coaching or reflective supervision, please record here if they do coaching/reflective supervision:

PQI 11: Yes _____ No _____

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422 **Notes (record any notations for indicators here by noting the number of the quality indicator and any**
423 **notes or comments)(attach any additional pages as needed):**

424 _____

425 _____

426 _____

427 _____

428 _____

429 _____

430 _____

431 _____

432 _____

433 _____

434 _____

435 _____

436 _____

437 _____

438 _____

439 _____

440 _____

441 _____

442 _____

443 _____

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444 After completing your observations, reviewing all documentation, and interviewing staff, when
 445 necessary, please transfer all your results to the Summary Table below. If there was not an infant
 446 classroom, please note here, no infant classroom: _____. If there was not a toddler classroom, please
 447 note here, no toddler classroom: _____. If there was not a preschool classroom, please note here, no
 448 preschool classroom: _____.
 449

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

450

451 **Notes:**

452 Use ITERS if: (Infants) (B-1yr)

453 Use ITERS if: (Toddlers) (1yr-2yr)

454 Use ECERS if: (Preschoolers) (3yr+)

455 -----

456 SKECPQI/Infant (administer QKI items 1-5, 7, 9-10) (Scores 8-32)

457 SKECPQI/Toddler or Preschool (administer QKI items 1-5, 7, 9-10) (Scores 8-32) or (administer QKI items 1-6, 8-10)

458 (Scores 9-36). Mixed age group (administer QKI items 1-10) (Scores 10-40)

459 SKECPQI/Preschool (administer QKI items 1-6, 8-10) (Scores 9-36)

460
461 All the above 10 quality indicators (SKECPQI) have been taken from other sources having been identified in
462 Quality Indicator Studies conducted by Dr Richard Fiene from 1980 – 2020. Please refer to the source
463 documents for details on their creation: *ECERS, ITERS, QRIS/INQUIRE, CIS/Arnett, NAEYC, SASKATCHEWAN*
464 *PLAY & EXPLORATION*. For additional information, reports, and publications related to these studies, please go
465 to <https://www.naralicensing.org/key-indicators>
466 Or <https://rikinstitute.com/publications/>

467
468 **Note:**

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

470 **Ministry of Education: Kim Taylor, Derek Pardy, Cindy Jeanes, Tanya Mengel, Samantha Ecarnot,**
471 **Karen Heinrichs, Michelle Vellenoweth, Kristin Jarvis, and NARA Consultant: Rick Fiene.**

472
473 -----

474 **Additional Information contact: Derek Pardy, Government of Saskatchewan, Senior Policy Analyst, Early Years,**
475 **Ministry of Education, 2-2220 College Ave, Regina, SK, Canada S4P 4V9.**

476 **Additional Information regarding the psychometrics of the tool contact: Richard Fiene, Ph.D., Research**
477 **Psychologist, Research Institute for Key Indicators & Penn State University. RFiene@RIKInstitute.com or**
478 **RFiene@NARALicensing.org**

479 **10/2020; 4/2021; 1/2023 versions**

480 **SKECPQI9L**

481

482

483

484 **Notes from Dr Fiene to the Assessors/Data Collectors:**

485 It is very important with this pilot testing that you provide me with your candid observations, what worked
486 for you, what did not. Please provide these in the notes section at the end of the tool and if necessary,
487 within the tool narrative as well. Please reference the line numbers (left hand side of the tool) so that it will
488 be easy for us to track your comments.

489

490 Record your observations onto the tool but do not worry about scoring the individual items in trying to
491 determine the 1-4 scale. These are the sections that are in **red** type. I will do that once I get the tool back
492 from you. Since this is the first pilot testing of the tool, the 1-4 scaling will need to be assessed if this is the
493 best scale sequence. I will need to run the results through various testing protocols. So, in the data transfer
494 part of the study, pdfs will be made of the tool results and sent to me in total.

495

496 However, with that said, if you want to just look over the scoring instructions and provide feedback to me
497 regarding its clarity or lack thereof, that would be great also.

498

499 Thank you,

500 Rick

501 Richard Fiene, Ph.D., Research Study Principal Investigator, Saskatchewan Early Childhood Program
502 Quality Indicators Project, Ministry of Education, Province of Saskatchewan.

503

504

505

506

507

SKECPQI: SASKATCHEWAN EARLY CHILDHOOD PROGRAM QUALITY INDICATORS

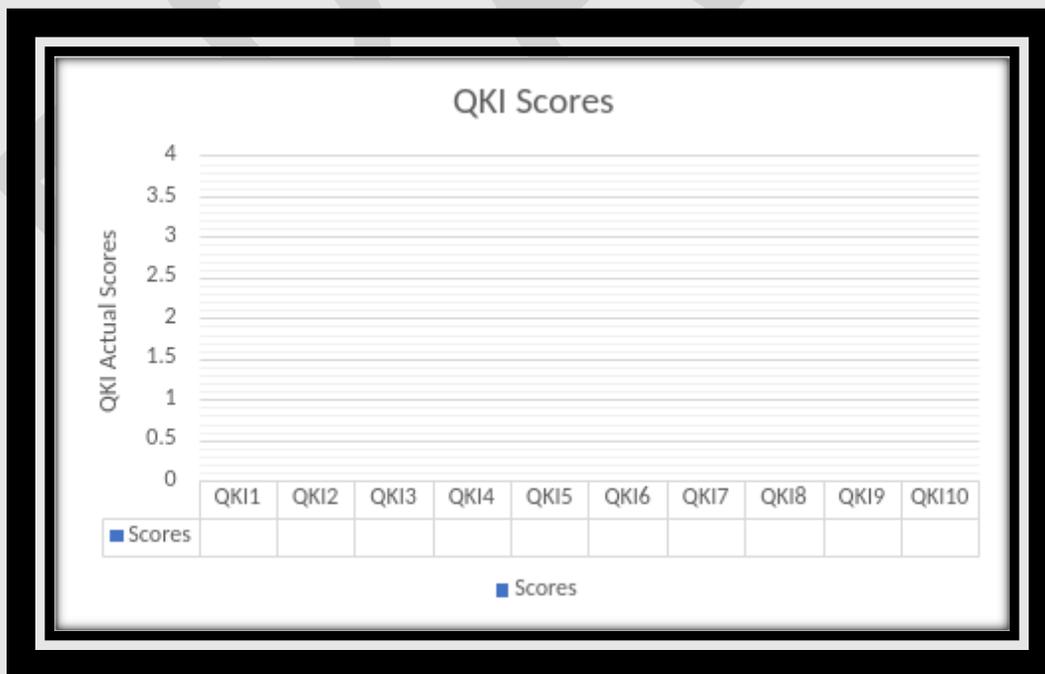
508

CHART/GRAPH

Scores

QKI1	
QKI2	
QKI3	
QKI4	
QKI5	
QKI6	
QKI7	
QKI8	
QKI9	
QKI10	
TOTAL	

509



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515

SKECPQI Scoring Protocol

LEVEL	Standardized Scores	Actual Scores
High Quality	Mixed Age: 36+ Preschool: 32+ Infant-Toddler: 28+	Mixed Age: _____ Preschool: _____ Infant-Toddler: _____
High - Mid Quality	Mixed Age: 30 – 35 Preschool: 26 - 31 Infant-Toddler: 22 - 27	Mixed Age: _____ Preschool: _____ Infant-Toddler: _____
Mid – Low Quality	Mixed Age: 20 – 29 Preschool: 16 - 25 Infant-Toddler: 12 - 21	Mixed Age: _____ Preschool: _____ Infant-Toddler: _____
Low Quality	Mixed Ages: 19 or less Preschool: 15 or less Infant-Toddler: 11 or less	Mixed Age: _____ Preschool: _____ Infant-Toddler: _____

516

517

518

519 **QKI and key elements/sub items and comments Scoresheet:**

520 QKI1 _____ 1.1 _____ 1.2 _____ Comments: _____

521 QKI2 _____ %

522 2.1 _____ Comments: _____

523 2.2 _____ Comments: _____

524 2.3 _____ Comments: _____

525 2.4 _____ Comments: _____

526 2.5 _____ Comments: _____

527 2.6 _____ Comments: _____

528 2.7 _____ Comments: _____

529 2.8 _____ Comments: _____

530 2.9 _____ Comments: _____

531 2.10 _____ Comments: _____

532 2.11 _____ Comments: _____

533 QKI3 _____ %

534 3.1 _____ Comments: _____

535 3.2 _____ Comments: _____

536 3.3 _____ Comments: _____

537 3.4 _____ Comments: _____

538 QKI4 _____ %

539 4.1 _____ Comments: _____

540 4.2 _____ Comments: _____

541 4.3 _____ Comments: _____

542 QKI5 _____ Points

543 5.1 _____ Comments: _____

544 5.2 _____ Comments: _____

545 5.3 _____ Comments: _____

546 5.4 _____ Comments: _____

547 QKI6 _____ Level

548 6.1 _____ Comments: _____

549 6.2 _____ Comments: _____

550 6.3 _____ Comments: _____

551 6.4 _____ Comments: _____

552 6.5 _____ Comments: _____

553 6.6 _____ Comments: _____

554 6.7 _____ Comments: _____

555 6.8 _____ Comments: _____

556 6.9 _____ Comments: _____

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557 QKI7 _____ Level

558 7.1 _____ Comments: _____

559 7.2 _____ Comments: _____

560 7.3 _____ Comments: _____

561 7.4 _____ Comments: _____

562 7.5 _____ Comments: _____

563 7.6 _____ Comments: _____

564 7.7 _____ Comments: _____

565 7.8 _____ Comments: _____

566 7.9 _____ Comments: _____

567 7.10 _____ Comments: _____

568 7.11 _____ Comments: _____

569 7.12 _____ Comments: _____

570 QKI 8 _____ Level

571 8.1 _____ Comments: _____

572 8.2 _____ Comments: _____

573 8.3 _____ Comments: _____

574 8.4 _____ Comments: _____

575 8.5 _____ Comments: _____

Saskatchewan ECPQI

576 8.6 _____ Comments: _____

577 8.7 _____ Comments: _____

578 8.8 _____ Comments: _____

579 QKI9 _____ Level

580 9.1 _____ Comments: _____

581 9.2 _____ Comments: _____

582 9.3 _____ Comments: _____

583 9.4 _____ Comments: _____

584 9.5 _____ Comments: _____

585 9.6 _____ Comments: _____

586 9.7 _____ Comments: _____

587 9.8 _____ Comments: _____

588 9.9 _____ Comments: _____

589 9.10 _____ Comments: _____

590 QKI10 _____ Level

591 10.1 _____ Comments: _____

592 10.2 _____ Comments: _____

593 10.3 _____ Comments: _____

594 10.4 _____ Comments: _____

Saskatchewan ECPQI

595 10.5 _____ Comments: _____

596 10.6 _____ Comments: _____

597 10.7 _____ Comments: _____

598 10.8 _____ Comments: _____

599 10.9 _____ Comments: _____

600 10.10 _____ Comments: _____

601

602

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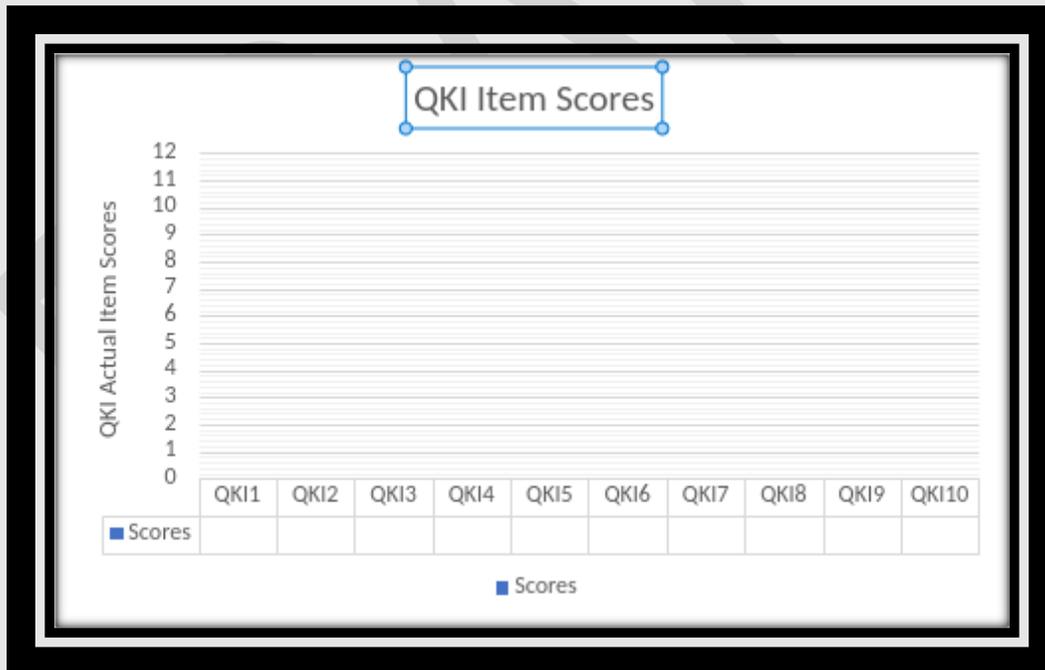
603

604

Quality Key Indicators (QKI)	Elements/Items	Data Collection
1	1.	Record Review
2	11	Policy, Records, Interviews
3	4 ...	Policy, Records, Interviews
4	3 ...	Policy, Records, Interviews
5	4 ...	Policy, Records, Interviews
6	9	Observation
7	12	Observation
8	8	Observation
9	10	Observation
10	10	Observation
TOTAL	Potential Score = 78	Actual Score Obtained = _____

605

606



607

608