



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

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Consumer Protection Through Prevention

National Association for Regulatory Administration

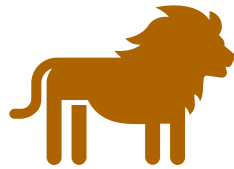
- NARA is an international non-profit professional association founded in 1976 representing all human care licensing
- Licensing professionals including Dr. Richard Fiene – “Father of Key Indicator System Theory”
- NARA’s professional services and educational curricula have been used by dozens of states and provinces for program-specific research, training, and customized technical assistance
 - Child day and residential settings
 - Care settings for older adults
 - Care settings for mental health and individual with disabilities



Participation Protocol



Be aware of your surroundings



Be brave and ask questions



Be reflective and listen for understanding



Introductions

Dr. Sonya Stevens

- Licensing Division Practice Improvement Administrator for the Washington State Department of Children, Youth, and Families
- 25 plus years in research, analytics, early learning as and child and adult educator, center director, family advocate, home visitor, and program owner.
- Doctorate degree in education, a master's degree in adult learning and a bachelor's degree in child development and family studies.



Poll

1. What's a hobby that you have that's a little geeky?



Poll

2. What is it you hope to gain from today's training?





Objectives

1. Understanding how Key Quality Indicators work within the licensing system.
2. Identifying Key Quality Indicators and how to use the data collection tool.
3. Creating a shared understanding for the next steps in the process.



Agenda

- Brief history review
- Understanding measurements
- The Quality Indicator process
- Deep dive : Step by Step
- Recording scores
- Review tools
- Next steps
 - Validation
 - The legislative process



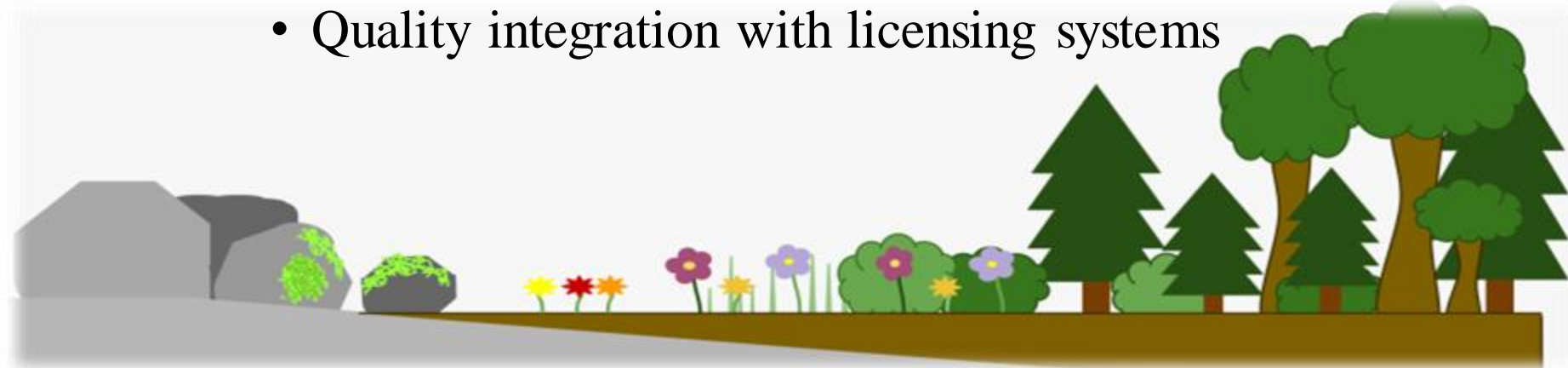
**Objective
#1**

Understanding how Key
Quality Indicators work within
the licensing system.



The Changing Landscape

- 1970s
 - Checklists
 - Rating scales
- 1980s to current
 - Doing more with less through differential monitoring
 - More facilities and fewer funds
- 1990's to current
 - Quality Rating and Improvement Systems
 - Quality integration with licensing systems



Measurement Definitions



Checklist: Measures compliance with rules in a yes/no format.

Key Indicators: Determining the frequency or depth of monitoring based on an assessment of a facility's history of compliance.

Risk Assessment: Focuses on those rules that place children at *greater risk of mortality or morbidity* if violations or citations



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Rating Scale: Uses a Likert type of rating—going from more to less, or high to low.



**Objective
#2**

Identifying Key Quality
Indicators and how to use the
data collection tool



Quality Indicator Process

Quality Indicators:

- Are built on the foundation of health and safety.
- Use the same methodology employed in designing Key Indicators for licensing regulations.
- Can be used in conjunction with the licensing Key Indicators and High-Risk Regulations to develop an efficient, comprehensive approach that balances regulatory compliance and child care program quality.
- Identified using 40 years of studies which are incorporated into the Regulatory Compliance Indicator matrix (RCKIm).
- Reviewed by a Provincial Ministry of Education Workgroup



Quality Indicators

Part 1 – Record/Document Review, Interview, Part 2 - Observation Observation

INDICATOR 1): Number of ECE III Educators

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

INDICATOR 2): Stimulating and Dynamic Environment

INDICATOR 7): Infant Toddler Observation (if applicable)

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

INDICATOR 8): Educators Use Language to Develop Reasoning Skills

INDICATOR 4): Opportunities for Staff and Families to Get to Know Each Other

INDICATOR 9): Educators Listen Attentively When Children Speak

INDICATOR 5): Families Receive Information on Their Child’s Progress Regularly Using a 152 Formal Mechanism (Report or Parent Conference)

INDICATOR 10): Educators Speak Warmly to Children





Part 1

Record/Document Review,
Interview, Observation
Quality Indicators



Indicator 1: Number of ECE III Educators

The Materials for measuring this are drawn from **Staff Information Summary**

- Teacher development focuses on gaining knowledge and skills related to job performance in early childhood education (ECE) programs.
- A highly-qualified early childhood educator - one who knows how to create a dynamic, accountable learning environment and meaningful child and parent interaction - is at the center of a high-quality early learning experience.
- Research has shown that children who attend high-quality early childhood programs are better prepared to be successful in school and in their future careers.

Teaching staff is defined as staff who have a responsibility for working with the children and the programming



Indicator 1: Data Collection

Review staff records in order to determine the number of staff who have ECE III credentials in early childhood education

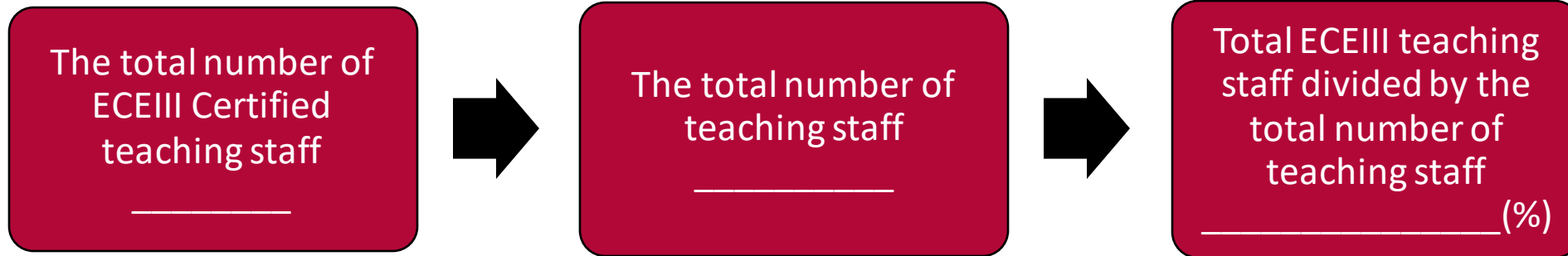
Child Care Centre													
STAFF INFORMATION SUMMARY													
March 2018													
ELCC Entity #:											Date:		
EMPLOYMENT							EXEMPTION	CERTIFICATION		OTHER TRAINING		ON FILE	
Gender	Primary Position (see below)	Employment Type (see below)	Start Date at this site	End Date If applicable	Reason for ending employment (see below)	Hourly Wage	Expiry Date	Certification Date	Highest ECE Level Certified	First Aid /CPR (Expiry Date)	Safe Food Handling (Completion Date)	CPIC - Note to File (Completion Date)	Emergency Information
(M/F)			yyyy-mmm-dd (1988-Feb-08)	yyyy-mmm-dd (1988-Feb-08)			yyyy-mmm-dd (1988-Feb-08)	yyyy-mmm-dd (1988-Feb-08)	(I, II or III)	yyyy-mmm-dd (1988-Feb-08)	yyyy-mmm-dd (1988-Feb-08)	yyyy-mmm-dd (1988-Feb-08)	(Y/N)

- Record the number of ECEIII working at least 65 hours per month
- Record the total number of staff



Indicator 1 Scoring

Record the number of ECEs with the appropriate qualifications and divide them by the total number of ECEs in order to calculate the percent for the center.



Next, find the score of 1-4 on 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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Indicator 2: Stimulating and Dynamic Environment

The criteria for measuring this are drawn from **Play and Exploration Guide**.

Dynamic and stimulating environments support high-quality pedagogy; and better-quality pedagogy leads to better learning outcomes. Key elements of this type of program:

- is child centered,
- children are viewed as competent learners,
- children have the freedom to access classroom materials independently without adult intervention,
- children are provided with meaningful choices through activity/learning centers, and
- there is evidence of the children's interests and their projects in the learning environment.



Indicator 2: Data Collection

Quality Early Learning Environments (Record all that you observe Y or N):

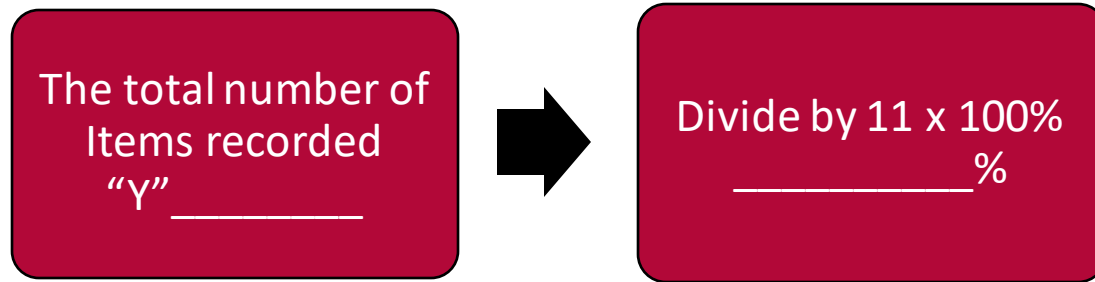
1. Co-teaching is evident. Y/N
2. Children are viewed as competent learners & can access materials independently. Y/N
3. Authentic and meaningful materials are used with children. Y/N
4. Children are provided with meaningful choices. Y/N
5. Children's work, art and photos are displayed respectfully. Y/N
6. Family photos are displayed in the early learning program. Y/N
7. Documentation of learning is displayed and discusses holistic development. Y/N
8. Environment reflects the culture and beliefs of the children, families and staff. Y/N
9. Variety of books & other print materials are available throughout the classroom Y/N
10. A variety of writing materials are accessible to children most of the time. Y/N
11. There is evidence of the children's interests & projects in the classroom. Y/N

This checklist of items should be present in order to assess if the environment is both stimulating and dynamic for the children.



Indicator 2 Scoring

Total up the number of items where you recorded a “Y” above that you observed (curriculum or in classrooms), divide by 11 x 100% to calculate a percent and record.



Next, find the score of 1-4 on 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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Indicator 2: Example

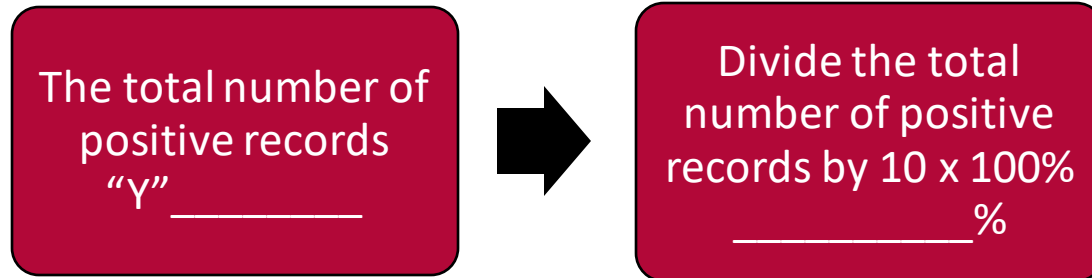
1. Co-teaching is evident. Y/N
2. Children are viewed as competent learners & can access materials independently. Y/N
3. Authentic and meaningful materials are used with children. Y/N
4. Children are provided with meaningful choices. Y/N
5. Children's work, art and photos are displayed respectfully. Y/N
6. Family photos are displayed in the early learning program. Y/N
7. Documentation of learning is displayed and discusses holistic development. Y/N
8. Environment reflects the culture and beliefs of the children, families and staff. Y/N
9. Variety of books & other print materials are available throughout the classroom Y/N
10. There is evidence of the children's interests & projects in the classroom. Y/N
11. There is evidence of the children's interests & projects in the classroom. Y/N

9 ÷ 11 = .82(100%) = 82% = Score 4



Indicator 3: Scoring

Total up the number of items where you recorded a “Y” each all three of the corresponding number (in all three rows), divide by 10 x 100% to calculate a percent.



Next, find the score of 1-4 on 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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Indicator 3: Developmentally Appropriate Curriculum Based on Assessments of Each Child

The criteria used for measuring this criterion include a **programs guide for curriculum**.

- 1) 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.
- 2) The children and educators are co-learners in the exploration of projects.
- 3) Learning activities of the children are documented, displayed in the learning environment and used to plan further learning activities. This can be assessed developmentally.

There should also be a developmental assessment which is clearly tied to the curriculum.



Indicator 3: Data Collection

- Use a sample of 10 individual children's records
- Cross reference child records with the curriculum: These records could be formal, such as portfolios kept for each child or a more informal, anecdotal type of record keeping
 - Written document that clearly delineates the parameters of the philosophy, activities, guidance, and resources needed for the particular curricular approach.
 - A developmental assessment which is clearly tied to the curriculum.
- Consider the 3 elements for EACH record

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.

It is not adequate if the teacher says they do it from memory – it needs to be written down and documented.



Indicator 3: Scoring

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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Key Element 1 +

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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Key Element 2 +

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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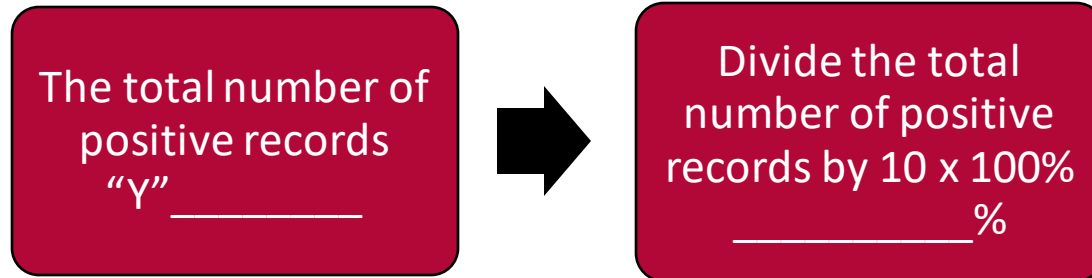
Key Element 3 +

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



Indicator 3: Scoring

Total up the number of items where you recorded a “Y” in each all three of the corresponding number (in all three rows), divide by 10 x 100% to calculate a percent.



Next, find the score of 1-4 on the chart below.

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



Indicator 3: Example

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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Key Element 1 +

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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Key Element 2 +

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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Key Element 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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$7 \div 10 = .7(100\%) = 70\% = \text{Score 3}$



Indicator 4: Opportunities for Staff and Families to Get to Know Each Other

The materials used for measuring this criterion include a **programs policy and program documentation**.

- Early childhood educators should embrace families as children's first and most important teachers.
- By forming relationships with families, staff offer emotional support and share knowledge of child development and support families to become partners in guiding their children's education.
- Supporting and collaborating with families is critical for healthy child development.

Adopted from: Hansel, L. (3018) Supporting Families: Education and Collaboration. *Young Children*. Vol 73, No. 4



Indicator 4: Data Collection

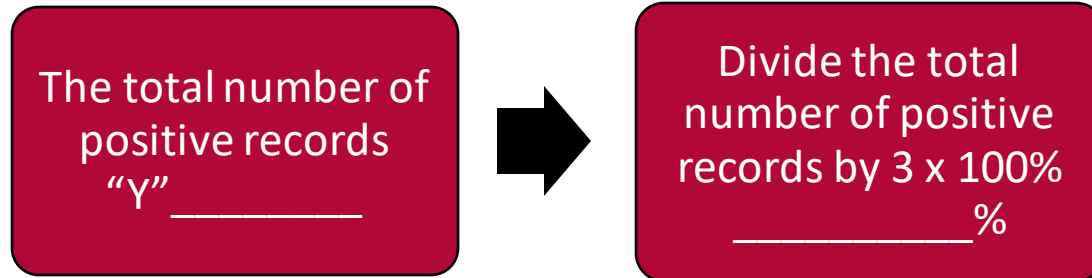
Staff and Family Interactions (Record all that you observe Y or N):

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



Indicator 4: Scoring

Total up the number of times you recorded a “Y”, divide by 3 x 100% to calculate a percent.



Next, find the score of 1-4 on 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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Indicator 4: Example

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

$$2 \div 3 = .67(100\%) = 67\% = \text{Score 3}$$



Indicator 5: Families Receive Information on Their Child's Progress Regularly Using a Formal Mechanism (Report or Parent Conference)

The materials used for measuring this criterion include a **programs policy and program documentation**.

- An intentional goal of regular reporting and family/child conferences is to not only plan for the child, but to also build partnerships with families.
- By connecting parents and teachers, we are forming a shared responsibility to work together, actively supporting the child's overall learning and healthy development.

Adopted from: Family/Child conferences: Connecting with families (Part 1). Retrieved February 2, 2023, from [Family/child conferences: Connecting with families \(Part 1\) — Better Kid Care — Penn State Extension \(psu.edu\)](#)



Indicator 5: Data Collection

1. The program does have regularly scheduled (at least 2xs/year) parent conferences in which the children's developmental progress is discussed AND provides the family with a report of their child's developmental progress. Y/N (**Score 3 points**).
 - If "Yes" then go to Number 4. If "No", then go to numbers 2 and 3. Saskatchewan ECPQI Ministry of Education 11
2. The program has regularly scheduled (at least 2xs/year) parent conferences in which the children's developmental progress is discussed, but it does not provide a report to the parents on their child's developmental progress. Y/N (**Score 2 points**).
3. If the program does not have regularly scheduled (at least 2xs/year) parent conferences, does it provide the family with a report of their child's developmental progress. Y/N (**Score 1 point**).
 1. Go to number 4 only once 1-3 is complete
4. All these interactions are done in a culturally and linguistically appropriate way representing the parents being served. Y/N (**Score 1 point**)

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



Indicator 5: Scoring

Total the numbers from your “Y” responses.

Add the total number from
positive records “Y” _____

The only way a program can receive a “4”, is if a program has regularly scheduled parent conferences at least 2xs/year and provides the family with a report of their child’s progress; and it is done in a culturally and linguistically appropriate way.



Indicator 2: Example

1. The program does have regularly scheduled (at least 2xs/year) parent conferences in which the children's developmental progress is discussed AND provides the family with a report of 166 their child's developmental progress. Y/N 3 (5.1) (Score 3 points).
 - If "Yes" then go to Number 4. If "No", then go to numbers 2 and 3. Saskatchewan ECPQI Ministry of Education 11
2. The program has regularly scheduled (at least 2xs/year) parent conferences in which the children's developmental progress is discussed, but it does not provide a report to the parents on their child's developmental progress. Y/N _____ (5.2) (Score 2 points).
3. If the program does not have regularly scheduled (at least 2xs/year) parent conferences, does it provide the family with a report of their child's developmental progress. Y/N _____ (5.3) (Score 1 point).
 1. Go to number 4 only once 1-3 is complete
4. All these interactions are done in a culturally and linguistically appropriate way representing the parents being served. Y/N 1 (5.4) (Score 1 point)

= Score 4

1. The program does have regularly scheduled (at least 2xs/year) parent conferences in which the children's developmental progress is discussed AND provides the family with a report of 166 their child's developmental progress. Y/N 0 (5.1) (Score 3 points).
 - If "Yes" then go to Number 4. If "No", then go to numbers 2 and 3. Saskatchewan ECPQI Ministry of Education 11
2. The program has regularly scheduled (at least 2xs/year) parent conferences in which the children's developmental progress is discussed, but it does not provide a report to the parents on their child's developmental progress. Y/N 2 (5.2) (Score 2 points).
3. If the program does not have regularly scheduled (at least 2xs/year) parent conferences, does it provide the family with a report of their child's developmental progress. Y/N 1 (5.3) (Score 1 point).
 1. Go to number 4 only once 1-3 is complete
4. All these interactions are done in a culturally and linguistically appropriate way representing the parents being served. Y/N 0 (5.4) (Score 1 point)

= Score 3



Pulse Check



Poll

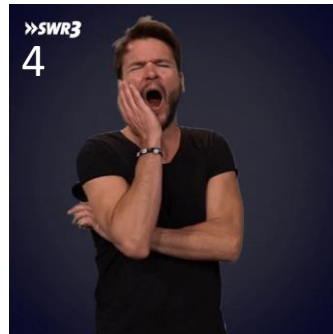
1. How well did you understand part 1 of the tool?

- 🙄 I'm completely green
- 🧐 I have some basic knowledge
- 🎓 I have solid background
- 🧠 I'm an expert



Poll

2. Which GIF best describes your mood right now?





Part 2

Observations



Indicator 6: Educators Encourage Children to Communicate

Use ITERS if: (Infants) (B-1yr) - Use ITERS if: (Toddlers) (1yr-2yr) - Use ECERS if: (Preschoolers) (3yr+) .

The staff in a high-quality early childhood classroom will use both activities and materials to encourage growth in communication skills.

Observe this item when they do their classroom observations

- Back and forth conversations
- Look for opportunities where children can describe what they are doing, how they feel, and why
- Educators expand upon children's conversations
- Materials should be present that encourage communication



Indicator 6: Data Collection

Observe the classroom for a minimum of 15 minutes. Once completed, consider where the classroom falls based on the following scale; Score the classroom if the following occur:

1. Score the classroom a **1** if the following occur:
 1. 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. Y/N
 2. Very few materials accessible that encourage children to communicate. Y/N
2. Score the classroom a **2** if the following occur (If the classroom does not have all 3 indicators but has 2 of the indicators then score this item 1+):
 1. Some activities are used by staff w/children to encourage them to communicate. Y/N
 2. Some materials are accessible to encourage children to communicate. Y/N
 3. Communication activities are generally appropriate for the children in the group.



Indicator 6: Data Collection

3. Score the classroom a **3** if the following occur (If the classroom does not have both indicators but has one of the indicators then score this item 2+)
 1. Communication activities take place during both free play and group times, for example: child dictates story about painting; small group discusses trip to store. Y/N
 2. 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. Y/N
4. Score the classroom a **4** if the following occur (If the classroom does not have both indicators but has one of the indicators then score this item 3+):
 1. 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. Y/N
 2. Staff link children's spoken communication with written language, for example: write down what children dictate & read it back to them; help them write notes to parents. Y/N



Indicator 6: Scoring

Total up the number of “Y’s” and record the appropriate level. In order for a classroom to receive a particular score, all “Y’s” must be checked for the appropriate level (1 - 4) from above or partial credit 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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Indicator 6: Example

1. Score the classroom a **1** if the following occur:
 1. 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. Y/N
 2. Very few materials accessible that encourage children to communicate. Y/N
2. Score the classroom a **2** if the following occur (If the classroom does not have all 3 indicators but has 2 of the indicators then score this item 1+):
 1. Some activities are used by staff w/children to encourage them to communicate. Y/N
 2. Some materials are accessible to encourage children to communicate. Y/N
 3. Communication activities are generally appropriate for the children in the group.
3. Score the classroom a **3** if the following occur (If the classroom does not have both indicators but has one of the indicators then score this item 2+):
 1. Communication activities take place during both free play and group times, for example: child dictates story about painting; small group discusses trip to store. Y/N
 2. 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. Y/N
4. Score the classroom a **4** if the following occur (If the classroom does not have both indicators but has one of the indicators then score this item 3+):
 1. 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. Y/N
 2. Staff link children's spoken communication with written language, for example: write down what children dictate & read it back to them; help them write notes to parents. Y/N

Score = 3+



Indicator 7: Infant Toddler Observation

Use ITERS if: (Infants) (B-1yr) - Use ITERS if: (Toddlers) (1yr-2yr)

Conversations and questions should be used with all children, even young infants. Conversations using verbal and nonverbal turn-taking should be considered when scoring.

- Observe staff response to nonverbal communication.
- Staff should initiate conversations and modify as children grow
- Staff should provide answers to questions and modify as children grow

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



Indicator 7: Data Collection

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

1. 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. Y/N
 - Staff questions are often not appropriate for children, or no questions are asked, for example: too difficult to answer; carry a negative message. Y/N
 - Staff respond negatively when children can't answer questions, for example: "You should know this"; "You did not listen". Y/N



Indicator 7: Data Collection

2. Score the classroom a 2 if the following occurs (If the classroom does not have all 3 indicators but has 2 of the indicators then score this item 1+):
- 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. Y/N
 - Staff sometimes ask children appropriate questions and wait for the 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. Y/N
 - 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. Y/N



Indicator 7: Data Collection

3. Score the classroom a 3 if the following occurs (If the classroom does not have all 4 indicators but has 2 or more of the indicators then score this item 2+):
- Staff initiate engaging conversations with children throughout the observation, for example: show enthusiasm; use tone that attracts child's attention. Y/N
 - 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. Y/N
 - Staff often pay attention to children's questions, verbal or nonverbal, and answer in a satisfying manner for the child. Y/N
 - 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. Y/N



Indicator 7: Data Collection

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

- Staff frequently have turn taking conversations with children throughout the observations. Many appropriate questions are used throughout the observation, during both play and routines. Y/N
- 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”. Y/N



Indicator 7: Scoring

Total up the number of “Y’s” and record the appropriate level. For a classroom to receive a particular score, all “Y’s” must be checked for the appropriate level (1 - 4) from above or partial credit 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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Indicator 7: Example 1

1. 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. Y/N
 - Staff questions are often not appropriate for children, or no questions are asked, for example: too difficult to answer; carry a negative message. Y/N
 - Staff respond negatively when children can't answer questions, for example: "You should know this"; "You did not listen". Y/N

Circle the Appropriate Level	1	2	3	4
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Indicator 7: Example 2

2. Score the classroom a 2 if the following occurs (If the classroom does not have all 3 indicators but has 2 of the indicators then score this item 1+):
- 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. **Y/N**
 - Staff sometimes ask children appropriate questions and wait for the 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. **Y/N**
 - 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. **Y/N**

Circle the Appropriate Level	1+	2	3	4
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Indicator 8: Educators Use Language to Develop Reasoning Skills (Preschool)

Use ITERS if: (Infants) (B-1yr) - Use ITERS if: (Toddlers) (1yr-2yr) - Use ECERS if: (Preschoolers) (3yr+) .

Assessors will need to observe very carefully as this standard and look for:

- Educators redirecting children's conversations when appropriate
- Staff should use language to talk about logical relationships using materials that stimulate reasoning
- Use materials to demonstrate concepts



Indicator 8: Data Gathering

1. 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. Y/N
- 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 w/o helping children to figure things out. Y/N

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

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



Indicator 8: Data Gathering

3. Score the classroom a 3 if the following occur (If the classroom does not have both indicators but has one of the indicators then score this item 2+):
 - 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, 338 numbers and math games. Y/N
 - Children are 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 341 or different. Y/N
4. Score the classroom a 4 if the following occur (If the classroom does not have both indicators but has one of the indicators then score this item 3+):
 - Staff encourage children to reason throughout the day, using actual events and experiences as a basis for concept development, e.g.: children learn sequence by talking about their experiences in the daily routine or recalling the sequence of a cooking project. Y/N
 - 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. Y/N



Indicator 8: Scoring

Total up the number of “Y’s” and record the appropriate level. For a classroom to receive a particular score, all “Y’s” must be checked for the appropriate level (1 - 4) from above or partial credit 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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Indicator 8: Example

4. Score the classroom a 4 if the following occur (If the classroom does not have both indicators but has one of the indicators then score this item 3+):
- Staff encourage children to reason throughout the day, using actual events and experiences as a basis for concept development, e.g.: children learn sequence by talking about their experiences in the daily routine or recalling the sequence of a cooking project. Y/N
 - 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. Y/N

Circle the Appropriate Level	1	2	3+	4
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Indicator 9: Educators Listen Attentively When Children Speak

Use ITERS if: (Infants) (B-1yr) - Use ITERS if: (Toddlers) (1yr-2yr) - Use ECERS if: (Preschoolers) (3yr+) .

This quality indicator focuses on the early childhood educator(s) looking directly at the children:

- With nods, rephrases their comments, engages in conversations.
- Children should have the undivided attention.
- Educators should be at the child's level making eye contact. The intent is to observe all children and educators in the room.

The intent is to observe all children and educators in the room.



Indicator 9: Data Gathering

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

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

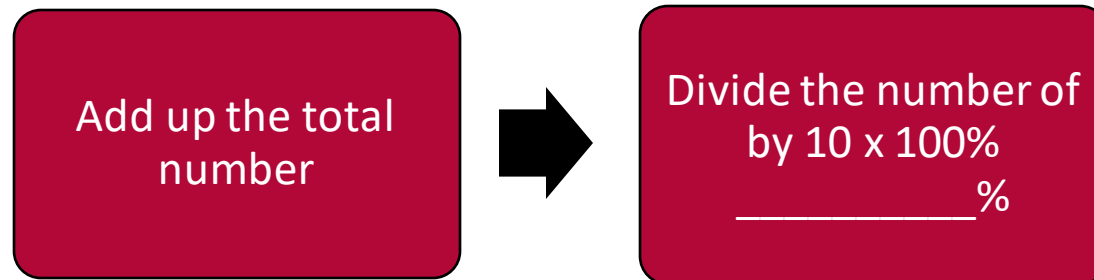
10.1	2	3	4	5	6	7	8	9	10.10

These do not need to be consecutive in order to fully observe classrooms and educators.



Indicator 9: Scoring

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



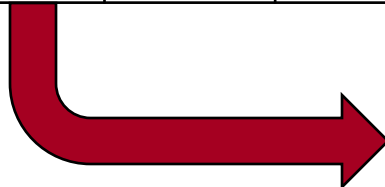
Round upward or downward to the whole number

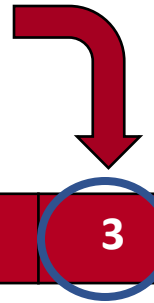
Circle the Appropriate Level	1	2	3	4
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Indicator 9: Example

10.1	2	3	4	5	6	7	8	9	10.10
4	3	4	3	3	2	4	4	4	3

 $34 \div 10 = .34(100\%) = 3.4$



Circle the Appropriate Level	1	2	3	4
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Indicator 10: Educators Speak Warmly to Children

Use ITERS if: (Infants) (B-1yr) - Use ITERS if: (Toddlers) (1yr-2yr) - Use ECERS if: (Preschoolers) (3yr+) .

- This quality indicator focuses on the early childhood educator(s) always engaging in a caring voice and body language with every child.
- Educators 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 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.



Indicator 10: Data Gathering

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

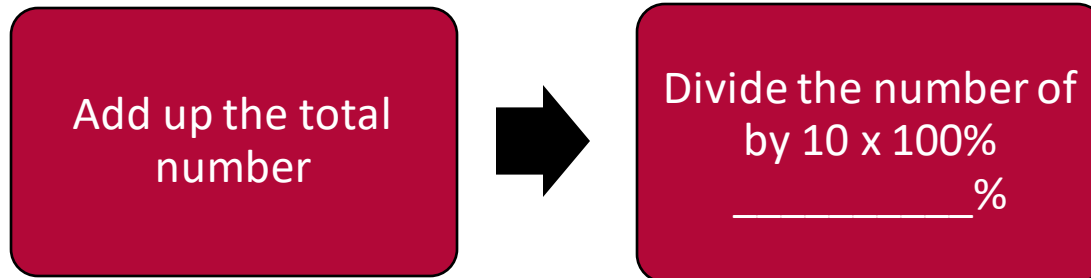
Make the actual recordings using the Likert Scale (1-4) for each individual observation and record in each cell below.

10.1	2	3	4	5	6	7	8	9	10.10



Indicator 10: Scoring

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



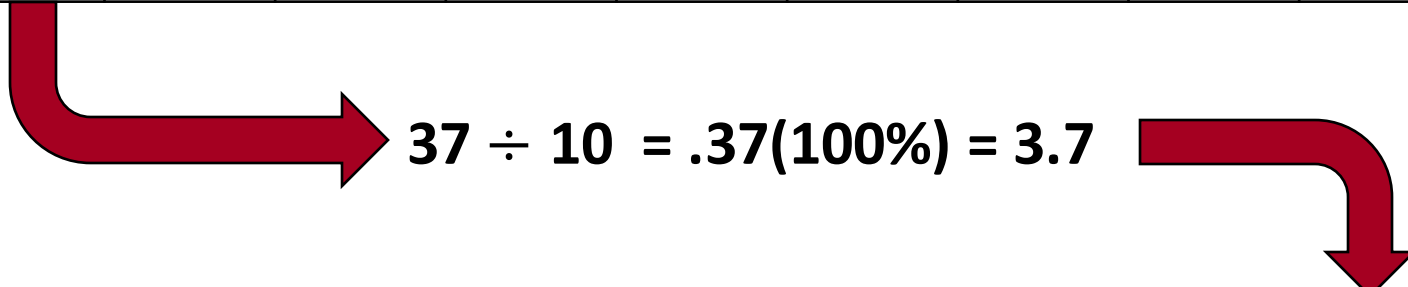
Round upward or downward to the whole number

Circle the Appropriate Level	1	2	3	4
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Indicator 10: Example

10.1	2	3	4	5	6	7	8	9	10.10
4	4	4	3	4	3	4	4	4	3



Circle the Appropriate Level	1	2	3	4
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Pulse Check



Final Scoring

Transfer all your results to the Summary Table below.

<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

Please indicate NA if there is not a classroom for:

- Infants
- Toddlers
- Preschooler



TIPS & TRICKS



- Observation: Include what worked and what didn't.
- Recording: Ensure you take and provide clear notes and reference line numbers.
- If you aren't comfortable scoring, then leave that to Dr. Fiene.



Poll

Is there anything that's stopping you from being confident in the data collection?



**Objective
#3**

Creating a shared
understanding for the next steps
in the process





DATA
VALIDATION



The
Unknown

Next Steps

- Pilot
- Validation
- Implementation





Closing Comments



Trust the Science

- Key indicator methodology is a tried and tested method borrowed from the tests and measurement as well as program evaluation fields. It is statistically based and has been refined and tested over 40 years since being originally proposed by Dr Richard Fiene in 1977
- The foundations of this methodology has been validated or is being validated repeatedly over the years in the US (Pennsylvania, Washington, and Head Start) and Canada (Ontario and Saskatchewan). Standards, Measures, Outputs and Outcome validation studies have been performed to make certain that it works as it should. For the interested reader, please go to the Research Institute for Key Indicators (RIKIlle) (<http://rikoinstitute.com>) for additional information and the studies that have been done over the years



Change Management



Evangelize Change

- The biggest challenge to change in any organization is the people within it.
- Regardless of how much you ‘sell’ the solution with statistics and qualitative benefits, there are always those that will only ‘believe it when they see it’
- As such this can be a great approach to appeasing the dissenters of the organization and bringing them along as supporters

Understand, commit to, accept, and embrace changes



References

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



Poll

1. What is the most valuable thing that you learned during this training?



Poll

2. Describe the plot to your favorite movie in only 4 words



Thank You!



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Consumer Protection Through Prevention