



Oklahoma Quality Child Care Program Scale: Self-Assessment



This self-assessment scale has been developed for use by Oklahoma child care programs as part of the ongoing program evaluation processes. It is a Child Care Services approved program assessment tool that can be used to meet the Reaching for the Stars criteria for program evaluation by any Two Star program, including Family Child Care Homes. The scale is intended to be used along with additional program evaluation practices (such as health and safety checklists, personnel and family surveys, and equipment inventories) to gather input about a program. This program feedback is taken into consideration when making and implementing annual and ongoing program goals.

Name of person completing the scale: _____

Program name and K8 number: _____

Classroom name (if applicable): _____

Completion date: _____

This tool was developed by a task-force convened by the Oklahoma Department of Human Services (DHS), Child Care Services, with representatives from the Center for Early Childhood Professional Development, Community Service Council of Greater Tulsa, Head Start State Collaboration Office, Oklahoma Child Care Resource and Referral Association and the Oklahoma State Regents for Higher Education and Excellence in Child Care with industry input provided by the Quality Rating and Improvement System (QRIS) standing sub-committee.

Introduction:

The *Oklahoma Quality Child Care Program Scale: Self-Assessment* was designed using the content areas and teacher skills identified in the *Oklahoma Core Competencies for both Early Childhood and Out-of-School Time Practitioners* as necessary to deliver quality programs.

Continuous quality improvement is recognized as one of the key indicators of quality in child care. Program evaluation helps identify program strengths and weaknesses, provide a quality environment for the children in care, and increase family awareness regarding the importance of their child's care.

The scale is intended to be used by child care program administrators to assess the quality of practices provided in their program. It can be used in many ways. The simplest way is for the director or Family Child Care Home (FCCH) primary caregiver to go through the scale line by line and complete the checklist for the overall program. For programs with multiple teachers and/or classrooms, a more in-depth and higher quality assessment can be accomplished by completing the scale separately for each teaching personnel or classroom. A very high quality assessment can be reached in programs with multiple personnel and/or classrooms when each teacher uses the tool to self-assess their classroom, the director or primary caregiver uses the tool to assess the practices of each personnel or classroom, and then the director/primary caregiver meets with each teacher or classroom personnel to discuss and compare findings.

Directions:

The program director or FCCH home primary caregiver:

- completes the name of the person completing the scale, program name, classroom name (if there are multiple classrooms and if each one is evaluated separately), and date on page one.
- observes and evaluates his/her program for each quality practice and records on pages three through 12 whether the practice occurs seldom (S), often (O), or usually (U).
- may use the "Notes" section to jot down any observations related to the quality practices evaluated in each section.

This scale is an assessment tool approved by Child Care Services. Completion of this scale by Two Star programs meets the Oklahoma Reaching for the Stars program evaluation requirement for program assessment when it is completed within the first year of approval for Two Star and annually thereafter.

Two Star programs establish program goals at least annually based on information gathered from the completed assessment, health and safety checklists, and parent and personnel surveys and develops written goals that include professional development and educational needs of program personnel or family child care home provider and any assistant(s) as well as program policy and procedures.

Child Growth and Development

Caregivers understand that each child has different likes/dislikes, strengths/weaknesses, abilities/disabilities and temperaments. Caregivers need to understand typical benchmarks for growth and development, participate in ongoing learning and reflection, and use this knowledge to provide a program that meets the multiple needs of children. Best practice supports the nature of each child by including all areas/domains (cognitive, physical and social-emotional).

Quality Practices	Seldom	Often	Usually	Notes
Early Learning Guidelines are used to guide program planning and assessment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Environments are created that provide opportunities for children to learn through play.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Children's various abilities, cultural differences, and temperaments are considered and their needs are implemented into the program such as in the curriculum and classroom activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Child Observation and Assessment

Caregivers use observation and authentic assessment to obtain information for program planning, establish outcomes for individuals and groups, and to determine a child's need for extra support. Assessments are systematic, ongoing, and developmentally, linguistically, and culturally responsive. Observations may be used to support the needs of children who may be experiencing challenges with behavior, homelessness, hunger, and other environment stressors.

Quality Practices	Seldom	Often	Usually	Notes
Information gained from formal and informal observations of individual and/or groups of children is used to plan and adapt classroom procedures and routines.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Lesson plans are developed and implemented that support the needs and interests of children based on developmentally appropriate expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Planned conferences are held with families at least twice a year for the purpose of supporting the child's growth and development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Confidentiality is ensured between the program and the child's family.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Family and Community Partnerships

Caregivers recognize the diversity of families and respect each family's values, strengths, customs, and traditions. Caregivers work collaboratively with families and community organizations to support the unique needs of each individual child such as special dietary needs, behavioral challenges, and community resources for family needs for housing and food, etc.

Quality Practices	Seldom	Often	Usually	Notes
The family's role as the child's primary caregiver and educator is respected.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Families assist with goal setting based on the child's strengths and needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Opportunities are created for family members to be involved in activities such as invitations to holiday events and programs, attending field trips, or asking family members to share talents or read to children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Relevant resources and materials are made available to families in their home languages.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Family members are included in program and curriculum planning by serving on family advisory boards and providing input through surveys and/or suggestion boxes, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
A current list of available community partners and resources is maintained and families are assisted in connecting with these services, as needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Community partnerships, such as with libraries, parks and recreation, dental hygienists, senior citizen centers, etc. are established to enhance child learning through classroom visitation or field trips.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Partnerships are made with local schools and a process developed for sharing pertinent information with the school, while maintaining program confidentiality policies. This might include transportation, school calendar, or child-specific needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Learning Environments and Curriculum: METHOD

Caregivers create a high-quality learning environment and implement age-appropriate and ability-appropriate curriculum and program activities that meet individual needs, capabilities and interests in a safe, play-based manner. Best practice promotes physical, social-emotional, cognitive, and creative development both indoors and out.

Quality Practices	Seldom	Often	Usually	Notes
A developmentally appropriate daily schedule is used and adapted to meet individual children's needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
A variety of developmentally appropriate, interesting and inviting equipment and materials are provided in each classroom or the family child care home.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Materials are regularly rotated in and out of the learning spaces based on children's interests and needs and to support the curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
A variety of activities are provided that encourage children to make choices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Children are supported in their efforts toward becoming independent by maintaining consistent routines and encouraging children to complete common age-appropriate tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Teaching personnel actively participate in learning activities by observing, listening, questioning, talking, etc., being sure to include every child.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Learning Environments and Curriculum: CREATIVE SKILLS

Quality Practices	Seldom	Often	Usually	Notes
Open-ended materials are accessible and open-ended activities are planned for music and movement, dramatic play, art, blocks, outdoor play, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Individual creative differences are respected and encouraged.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Children are encouraged to move their bodies and explore materials without the expectation of a specific end product or result, such as using a scarf as bird wings or being offered plain paper for drawing or painting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Learning Environments and Curriculum: LANGUAGE ARTS

Quality Practices	Seldom	Often	Usually	Notes
Teaching personnel engage in conversation with children and introduce new words to enrich and expand vocabulary on a daily basis.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Children's home language is respected, such as accepting accents, supporting attempts at using language, giving time for the child to communicate their thoughts, learning important words in the child's language, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Teaching personnel encourage children to communicate verbally and non-verbally by listening, watching, and responding appropriately to their attempts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
A variety of techniques and materials are used to engage children in language arts activities such as reading, storytelling, puppets, singing, rhymes, questions, reviewing, and predicting, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
A variety of age-appropriate writing materials (crayons, markers, chalk, paint brushes, and finger paints, etc.) are available and accessible to children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Learning Environments and Curriculum: MATHEMATICS

Quality Practices	Seldom	Often	Usually	Notes
A variety of materials are available for children to use in patterning, counting, comparing, and sorting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Teaching personnel use and demonstrate mathematical terms such as more/less, how many, shape, size, position, etc. throughout typical conversations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The curriculum includes age-appropriate concepts of mathematics such as shapes, colors, sizes, graphing, counting, problem solving, measuring, sequencing, sorting, and comparing, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Mathematic vocabulary and concepts are incorporated into interactions with children through songs, games and other activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Learning Environments and Curriculum: HEALTH, SAFETY, AND NUTRITION

Quality Practices	Seldom	Often	Usually	Notes
Equipment is provided and space is designed to encourage children's physical development such as adequate space to move freely, a low balance beam, tape on the floor for hopscotch, tricycles, hula hoops, hills, safe places to climb, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Indoor and outdoor activities are provided for children to practice and improve skills in large and small muscle development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Activities are adapted to reflect children's different rates of development and abilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Teaching personnel plan and participate in moderate to vigorous physical activities that are appropriate to children's needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Teaching personnel discuss and model what is needed for a healthy lifestyle: good nutrition, plenty of rest, exercise, and water intake.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Learning Environments and Curriculum: SCIENCE

Quality Practices	Seldom	Often	Usually	Notes
Children are encouraged to use their senses to learn about objects in their indoor and outdoor environments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
New science materials are added and activities planned related to children's interests.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
For children ages two and older also include:				
Children are encouraged to ask questions and find answers through actively exploring materials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Indoor and outdoor learning environments include materials to explore, classify, and compare.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Simple experiments are intentionally planned for children to discover information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
To expand scientific vocabulary and thinking, teaching personnel ask open-ended questions, use active listening, and introduce new words based on children's discoveries during play.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Learning Environments and Curriculum: SOCIAL AND PERSONAL SKILLS

Quality Practices	Seldom	Often	Usually	Notes
Children are encouraged to express and label their feelings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Children are helped to learn and practice empathy, self-regulation, and respect for the feelings and rights of self and others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The play environment is structured and words provided to facilitate cooperative interactions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Personnel treat children as individuals with their own strengths, needs, and cultural values.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Learning Environments and Curriculum: SOCIAL STUDIES

Quality Practices	Seldom	Often	Usually	Notes
The culture and traditions of children and their families and communities are integrated throughout the curriculum and reflected in a non-stereotypical way.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Children are taught about the different roles and job responsibilities of people in their families and community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Personnel model and encourage respect for self and others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Patriotic information and symbols such as national, state, and/or tribal flags, photos of leaders, learning the Pledge of Allegiance, etc. are present in the curriculum and environment when developmentally appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Interactions with Children

Caregivers demonstrate the ability to maintain authentic, appropriate relationships with children, colleagues, families, and communities. These relationships support the development of self-regulation, self-concept, coping mechanisms, and positive interactions in children.

Quality Practices	Seldom	Often	Usually	Notes
Crying or distressed children are sympathetically comforted in an age-appropriate manner such as cuddling, rocking, or speaking in a soothing voice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Personnel seek to understand children's individual needs/ reasons for their behavior.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Children are responded to with developmentally and age-appropriate expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Personnel talk with children while meeting their routine needs such as when diapering, feeding, or serving meals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Teaching personnel communicate and interact with individual children at eye level.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Calm, supportive, and appropriate behaviors are modeled.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Clear expectations are respectfully expressed to children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Activities are provided that foster cooperative group skills such as negotiation and problem-solving behaviors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Children are assisted with words they can use to settle or resolve conflicts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
When age-appropriate, children are encouraged to talk or write about their feelings and ideas in either their home language or the dominant language.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Program Planning, Development, and Evaluation

Caregivers engage in systemic, ongoing evaluation of their programs for purposeful improvement. Input from personnel, families, and the community inform the evaluation process. Program planning reflects the needs of individual children and groups of children.

Quality Practices	Seldom	Often	Usually	Notes
Personnel use a variety of methods to evaluate the program at least annually, such as health and safety checklists, parent and personnel surveys, equipment inventories, self-assessment tools and those administered by an outside professional.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Annual goals are written for program improvement based upon information gathered from the tools used to evaluate the program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Progress made toward meeting annual goals is reviewed quarterly and goals are revised as needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Programs with multiple teaching personnel also include:				
Personnel know and understand the program's mission or vision statement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The program has current written policies and procedures for the day-to-day operation that are readily available to program personnel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Personnel are trained about program policies and procedures as needed to ensure understanding and implementation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Personnel are trained to communicate and work effectively with families, one another, support staff, volunteers, and supervisors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Professional Development and Leadership

Caregivers are committed to continuous learning and advocate for best practices and policies. Professionalism is built upon individual integrity, responsibility, ethical practices, and commitment to professional standards. Program managers support personnel in professional development.

Quality Practices	Seldom	Often	Usually	Notes
Personnel obtain annual professional development as identified in their educational professional development plan (EPDP) and that is relevant to the ages of children in their care.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Personnel maintain current Oklahoma Professional Development Ladders (PDL) and track their professional development and educational goals using the Oklahoma Professional Development Registry (OPDR).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Programs with multiple teaching personnel also include:				
New personnel orientation includes observation of their assigned position and discussion of personnel policies with the supervisor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
A confidentiality policy is reviewed with all personnel at orientation and again annually.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Personnel annually read and sign the code of ethics agreeing to uphold the core values listed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Personnel review the staff handbook/policy and procedures manual at least annually.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Personnel provide input for revisions and updates to the employee handbook/policy and procedures manual.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Regular personnel meetings are held with required attendance of all personnel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Personnel meeting notes are documented and a copy is given to all personnel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Open discussions are encouraged during personnel meetings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Personnel share what was learned at recently attended professional development opportunities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Directors/Primary Caregivers in Family Child Care Homes also include:				
Directors maintain a current Oklahoma Director's Credential (ODC).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
At least annually, supervisors provide guidance to help personnel create their educational professional development plans.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Personnel evaluations are objective and based upon the Oklahoma Core Competencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Personnel evaluations are reviewed at least every six months so supervisors can communicate expectations, recognize accomplishments, develop and motivate personnel, improve performance, and help achieve the program's goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Supervisors provide opportunities for personnel to attend professional development that will enhance leadership skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Review and Reflect on Your Self-Assessment Results

What does your program do well?

Where there any areas that stood out as changes you could make?

What general areas do you want to start improving the quality of today?

Identify three specific improvement goals:

References

- Bailey, B.A., (2000). *Conscious Discipline*. Oviedo, FL: Loving Guidance, Inc.
- Harms, T., Cryer, D., & Clifford, R.M. (2006). *Infant/Toddler Environment Rating Scale (Rev. ed.)*. New York, NY: Teachers College Press.
- Harms, T., Cryer, D., & Clifford, R.M. (2007). *Family Child Care Environment Rating Scale (Rev. ed.)*. New York, NY: Teachers College Press.
- Harms, T., Cryer, D., & Clifford, R.M. (2014). *School Age Care Environment Rating Scale (Updated. ed.)*. New York, NY: Teachers College Press.
- Harms, T., Cryer, D., & Clifford, R.M. (2015). *Early Childhood Environment Rating Scale (3rd ed.)*. New York, NY: Teachers College Press.
- National Center for Learning Disabilities. Retrieved 9-20-16 from www.nclld.org.
- Oklahoma Department of Human Services (2010). *Oklahoma Early Learning Guidelines for Children Ages Three through Five*.
- Oklahoma Department of Human Services (2011). *Oklahoma Core Competencies for Early Childhood Practitioners*.
- Oklahoma Department of Human Services (2011). *Oklahoma Early Learning Guidelines for Infants, Toddlers And Twos Ages 0 through 36 months*.
- Oklahoma Department of Human Services (2015). *Oklahoma Core Competencies for Out- of-School Time Practitioners*.
- Oklahoma Department of Human Services (2015). *Licensing Requirements for Child Care Programs*.
- Oxford Dictionaries. Retrieved 9-21-16 from www.oxforddictionaries.com.
- U.S. Department of Health & Human Services. (n.d.). *Prevent Bullying*. Retrieved 9-15-16 from <http://www.stopbullying.gov/prevention/index.html>.
- U.S. Department of Health & Human Services. (n.d.). *Respond to Bullying*. Retrieved 9-15-16 from <http://www.stopbullying.gov/respond/index.html>