

Iowa Quality Preschool Program Standards Classroom Observation

District: _____
School: _____
Classroom: _____

Verifier's Name: _____
Date: _____

Observation Time: (Beginning): _____
(Ending): _____

This checklist is used to guide the classroom observation. The observation process should be conducted as unobtrusively as possible in order to make this a positive experience for everyone involved.

Classroom observations should last exactly one hour. Please note time of entry and exit on this form. Verify the teacher (s) and classroom associate names.

Staff present: List names

- 1)
- 2)
- 3)
- 4)

Number of children present: _____

Standard 1: Relationships

IQPPS #	Criteria	Notes
Building Positive Relationships Between Teachers and Children		
□ 1.2	Teaching staff evaluate and change their responses based on individual needs. Teaching staff vary their interactions to be sensitive and responsive to <ul style="list-style-type: none"> a. differing abilities, b. temperaments, c. activity levels, and d. cognitive and e. social development. 	
□ 1.3 Required	Teaching staff never use threats or derogatory remarks and neither withhold nor threaten to withhold food as a form of discipline.	
□ 1.4	Teaching staff talk frequently with children and listen to children with attention and respect. They... <ul style="list-style-type: none"> a. respond to children’s questions and requests. b. use strategies to communicate effectively and build relationships with every child. c. engage regularly in meaningful and extended conversations with each child. 	
Helping Children Make Friends		
□ 1.5	Teaching staff support children as they practice social skills and build friendships by helping them: <ul style="list-style-type: none"> a. enter into play, b. sustain play, and c. enhance play. 	
□ 1.6	Teaching staff assist children in resolving conflicts by helping them: <ul style="list-style-type: none"> a. identify feelings, b. describe problems, and c. try alternative solutions. 	
Creating a Predictable, Consistent and Harmonious Classroom		
□ 1.7 Required	Teaching staff counter potential bias and discrimination by... <ul style="list-style-type: none"> a. treating all children with equal respect and consideration. b. initiating activities and discussions that build positive self-identity and teach the valuing of differences. c. intervening when children tease or reject others. d. providing models and visual images of adult roles, differing abilities, and ethnic or cultural backgrounds that counter stereotypical limitations. e. avoiding stereotypes in language references. 	
Promoting Self-Regulation		
□ 1.8	Rather than focus solely on reducing the challenging behavior, teachers focus on... <ul style="list-style-type: none"> a. teaching the child social, communication, and emotional regulation skills and b. using environmental modifications, activity modifications, adult or peer support, and other teaching strategies to support the child’s appropriate behavior. 	

IQPPS #	Criteria	Notes
□ 1.9	Teaching staff help children manage their behavior by guiding and supporting children to... <ul style="list-style-type: none"> a. persist when frustrated b. play cooperatively with other children. c. use language to communicate needs. d. learn turn taking. e. gain control of physical impulses. f. express negative emotions in ways that do not harm others or themselves. g. use problem-solving techniques. h. learn about self and others. 	

Standard 2: Curriculum

IQPPS #	Criteria	Notes
Curriculum: Essential Characteristics		
□ 2.3	The curriculum guides the development of a daily schedule that is predictable yet flexible and responsive to individual needs of the children. The schedule <ul style="list-style-type: none"> a. provides time and support for transitions. b. includes both indoor and outdoor experiences. c. is responsive to a child's need to rest or be active. 	
□ 2.4	Materials and equipment used to implement the curriculum reflect the lives of the children and families as well as the diversity found in society, including: <ul style="list-style-type: none"> a. gender [diversity], b. age [diversity], c. language [diversity], and d. [diversity of] abilities. Materials and equipment... <ul style="list-style-type: none"> e. provide for children's safety while being appropriately challenging. f. encourage exploration, experimentation and discovery. g. promote action and interaction. h. are organized to support independent use. i. are rotated to reflect changing curriculum and accommodate new interests and skill levels. j. are rich in variety. k. accommodate children's special needs. 	
□ 2.6	The schedule <ul style="list-style-type: none"> a. provides children learning opportunities, experiences, and projects that extend over the course of several days and incorporates time for b. play, c. creative expression, d. large-group, e. small-group, and f. child-initiated activity. 	

IQPPS #	Criteria	Notes
Areas of Development: Social-Emotional Development		
☐ 2.7 Required	Children have varied opportunities to develop a sense of competence and positive attitudes toward learning, such as persistence, engagement, curiosity, and mastery.	
Areas of Development: Physical Development		
☐ 2.8	Children are provided varied opportunities and materials that support fine-motor development.	
☐ 2.9	<p>Children have varied opportunities and are provided equipment to engage in large motor experiences that:</p> <ul style="list-style-type: none"> a. stimulate a variety of skills. b. enhance sensory-motor integration. c. develop controlled movement (balance, strength, coordination). d. enable children with varying abilities to have large-motor experiences similar to those of their peers. e. range from familiar to new and challenging. f. help them learn physical games with rules and structure. 	
Areas of Development: Language Development		
☐ 2.10	<p>Children have varied opportunities to develop competence in verbal and nonverbal communication by...</p> <ul style="list-style-type: none"> a. responding to questions. b. communicating needs, thoughts and experiences. c. describing things and events. 	
☐ 2.11	<p>Children have varied opportunities to develop vocabulary through</p> <ul style="list-style-type: none"> a. conversations, b. experiences, c. field trips, and d. books. 	
Curriculum Content Area for Cognitive Development: Early Literacy		
☐ 2.12	<p>Children have opportunities to become familiar with print. They are actively involved in making sense of print, and they have opportunities to become familiar with, recognize, and use print that is accessible throughout the classroom:</p> <ul style="list-style-type: none"> a. Items belonging to a child are labeled with his or her name. b. Materials are labeled. c. Print is used to describe some rules and routines. d. Teaching staff help children recognize print and connect it to spoken word. 	

IQPPS #	Criteria	Notes
<input type="checkbox"/> 2.13 Required	<p>Children have varied opportunities to</p> <ol style="list-style-type: none"> a. be read books in an engaging manner in group or individualized settings at least twice a day in full-day programs and at least once daily in half-day programs. b. be read to regularly in individualized ways including one-to-one or in small groups of two to six children. c. explore books on their own and have places that are conducive to the quiet enjoyment of books. d. have access to various types of books including storybooks, factual books, books with rhymes, alphabet books, and wordless books. e. be read the same book on repeated occasions. f. retell and reenact events in storybooks. g. engage in conversations that help them understand the content of the book. h. be assisted in linking books to other aspects of the curriculum. i. identify the parts of books and differentiate print from pictures. 	
<input type="checkbox"/> 2.14	<p>Children have multiple and varied opportunities to write:</p> <ol style="list-style-type: none"> a. Writing materials and activities are readily available in art, dramatic play, and other learning centers. b. Various types of writing are supported including scribbling, letter-like marks, and developmental spelling. c. Children have daily opportunities to write or dictate their ideas. d. Children are provided needed assistance in writing the words and messages they are trying to communicate. <p>Children are given the support they need to write on their own, including access to the</p> <ol style="list-style-type: none"> e. alphabet and f. to printed words about topics of current interest, <p>both of which are made available at eye level or on laminated cards.</p> <ol style="list-style-type: none"> g. Children see teaching staff model functional use of writing and are helped to discuss the many ways writing is used in daily life. 	
<input type="checkbox"/> 2.15	<p>Children are regularly provided multiple and varied opportunities to develop phonological awareness:</p> <ol style="list-style-type: none"> a. Children are encouraged to play with the sounds of language, including syllables, word families, and phonemes, using rhymes, poems, songs, and finger plays. b. Children are helped to identify letters and the sounds they represent. c. Children are helped to recognize and produce words that have the same beginning or ending sounds. d. Children's self-initiated efforts to write letters that represent the sounds of words are supported. 	

IQPPS #	Criteria	Notes
Curriculum Content Area for Cognitive Development: Early Mathematics		
<input type="checkbox"/> 2.16 Required	Children are provided varied opportunities and materials to build an understanding of numbers, number names, and their relationship to object quantities and to symbols.	
<input type="checkbox"/> 2.17	Children are provided varied opportunities and materials to categorize by one or two attributes, such as shape, size, and color.	
<input type="checkbox"/> 2.18	Children are provided varied opportunities and materials to help them understand the concept of measurement by using a. standard and b. non-standard units of measurement.	
<input type="checkbox"/> 2.19	Children are provided varied opportunities and materials to understand basic concepts of geometry by, for example, naming and recognizing two- and three- dimensional shapes and recognizing how figures are composed of different shapes.	
<input type="checkbox"/> 2.20	Children are provided varied opportunities and materials that help them recognize and name repeating patterns.	
Curriculum Content Area for Cognitive Development: Science		
<input type="checkbox"/> 2.21	Children are provided varied opportunities and materials to learn key content and principles of science such as a. the difference between living and non-living things (e.g., plants versus rocks) and life cycles of various organisms (e.g., plants, butterflies, humans). b. earth and sky (e.g., seasons; weather; geologic features; light and shadow; sun, moon, and stars). c. structure and property of matter (e.g., characteristics that include concepts like hard and soft, floating and sinking) and behavior of materials (e.g., transformation of liquids and solids by dissolving or melting).	
<input type="checkbox"/> 2.22	Children are provided varied opportunities and materials to a. collect data and to b. represent and document their findings (e.g., through drawing or graphing).	
<input type="checkbox"/> 2.23	Children are provided varied opportunities and materials that encourage them to think, question, and reason about observed and inferred phenomena.	
Curriculum Content Area for Cognitive Development: Technology		
<input type="checkbox"/> 2.24	All children have opportunities to access technology (e.g. tape recorders, microscopes, computers) that they can use a. by themselves. b. collaboratively with their peers. c. with teaching staff or a parent.	
<input type="checkbox"/> 2.25	Technology is used to a. extend learning within the classroom. b. integrate and enrich the curriculum.	

Curriculum Content Area for Cognitive Development: Creative Expression and Appreciation for the Arts		
<input type="checkbox"/> 2.26	Children are provided many and varied open-ended opportunities and materials to express themselves creatively through <ul style="list-style-type: none"> a. music, b. drama, c. dance and d. two- and three-dimensional art. 	
Curriculum Content Area for Cognitive Development: Health and Safety		
<input type="checkbox"/> 2.27	Children are provided varied opportunities and materials that encourage good health practices such as serving and feeding themselves, rest, good nutrition, exercise, hand washing, and tooth brushing.	
<input type="checkbox"/> 2.28	Children are provided varied opportunities and materials that help them learn about nutrition, including <ul style="list-style-type: none"> a. identifying sources of food and b. recognizing, c. preparing, d. eating, and e. valuing healthy foods. 	
Curriculum Content Area for Cognitive Development: Social Studies		
<input type="checkbox"/> 2.29	Children are offered opportunities to become part of the classroom community so that each child feels accepted and gains a sense of belonging.	
<input type="checkbox"/> 2.30	Children are provided varied opportunities and materials to learn about the community in which they live.	

Standard 3: Teaching

IQPPS #	Criteria	Notes
Designing Enriched Learning Environments		
<input type="checkbox"/> 3.1	Teachers organize space and select materials in all content and developmental areas to stimulate <ul style="list-style-type: none"> a. exploration, experimentation, discovery, and b. conceptual learning. 	
<input type="checkbox"/> 3.2	Teachers work to prevent challenging or disruptive behaviors through <ul style="list-style-type: none"> a. environmental design. b. schedules that meet the needs and abilities of children. c. effective transitions. d. engaging activities. 	

IQPPS #	Criteria	Notes
Creating Caring Communities for Learning		
<input type="checkbox"/> 3.3 Required	Teaching staff are active in identifying and countering any teaching practices, curriculum approaches, or materials that are degrading with respect to gender, sexual orientation, age, language, ability, race, religion, family structure, background, or culture.	
<input type="checkbox"/> 3.4	Teachers help individual children learn socially appropriate behavior by providing guidance that is consistent with the child's level of development.	
<input type="checkbox"/> 3.5	Teachers: <ul style="list-style-type: none"> a. manage behavior and b. implement classroom rules and expectations in a manner that is consistent and predictable. 	
<input type="checkbox"/> 3.6	Teachers address challenging behavior by <ul style="list-style-type: none"> a. assessing the function of the child's behavior. b. convening families and professionals to develop individualized plans to address behavior. c. using positive behavior support strategies. 	
Supervising Children		
<input type="checkbox"/> 3.7 Required	Teaching staff supervise children primarily by sight. Supervision for short intervals by sound is permissible, as long as teachers check frequently on children who are out of sight (e.g., those who can use the toilet independently, who are in the library area, or who are napping).	
Using Time, Grouping, and Routines to Achieve Learning Goals		
<input type="checkbox"/> 3.8	Teaching staff coach and support children as they learn to participate in daily cleanup and maintenance of the classroom.	
<input type="checkbox"/> 3.9	Teachers create opportunities for children to engage in group projects and to learn from one another.	
Responding to Children's Interests and Needs		
<input type="checkbox"/> 3.10	Teachers scaffold children's learning by <ul style="list-style-type: none"> a. modifying the schedule. b. intentionally arranging the equipment, and c. making themselves available to children. 	
<input type="checkbox"/> 3.11	Teachers use their knowledge of children's <ul style="list-style-type: none"> a. social relationships, b. interests, c. ideas, and d. skills to tailor learning opportunities for groups and individuals.	
Making Learning Meaningful for All Children		
<input type="checkbox"/> 3.12	Play is planned for each day.	
<input type="checkbox"/> 3.13	Teaching staff help children understand spoken language (particularly when children are learning a new language) by using: <ul style="list-style-type: none"> a. pictures, 	

	<ul style="list-style-type: none"> b. familiar objects, c. body language, and physical cues. 	
Using Instruction to Deepen Children's Understanding and Build Their Skills and Knowledge		
<input type="checkbox"/> 3.15	Teachers use their knowledge of content to pose problems and ask questions that stimulate children's thinking. Teachers help children express their ideas and build on the meaning of their experiences.	
<input type="checkbox"/> 3.16	Teachers help children identify and use prior knowledge. They provide experiences that extend and challenge children's current understandings.	
<input type="checkbox"/> 3.18	Teachers promote children's engagement and learning by guiding them in acquiring specific skills and by explicitly teaching those skills.	

Standard 4: Assessment of Child Progress

No criteria under this Standard.

Standard 5: Health

IQPPS #	Criteria	Notes
Promoting and Protecting Children's Health and Controlling Infectious Disease		
<input type="checkbox"/> 5.5	<p>For children who are unable to use the toilet consistently, the program makes sure that:</p> <ul style="list-style-type: none"> a. For children who require cloth diapers, the diaper has an absorbent inner lining completely contained within an outer covering made of waterproof material that prevents the escape of feces and urine. Both the diaper and the outer covering are changed as a unit. b. Cloth diapers and clothing that are soiled by urine or feces are immediately placed in a plastic bag (without rinsing or avoidable handling) and sent home that day for laundering. <p>Staff check children for signs that diapers or pull-ups are wet or contain feces</p> <ul style="list-style-type: none"> c. at least every two hours when children are awake and d. when children awaken. e. Diapers are changed when wet or soiled. f. Staff change children's diapers or soiled underwear in the designated changing areas and not elsewhere in the facility. g. Each changing area is separated by a partial wall or at least three feet from other areas that children use and is used exclusively for one designated group of children. For kindergartners, the program may use an underclothing changing area designated for and used only by this age group. h. At all times, caregivers have a hand on the child when being changed on an elevated surface. <p>In the changing area, staff</p> <ul style="list-style-type: none"> i. post changing procedures and j. follow changing procedures k. These procedures are used to evaluate teaching staff who change diapers. 	

IQPPS #	Criteria	Notes
	<ul style="list-style-type: none"> l. Surfaces used for changing and on which changing materials are placed are not used for other purposes, including temporary placement of other objects, and especially not for any object involved with food or feeding. m. Containers that hold soiled diapers and diapering materials have a lid that opens and closes tightly using a hands-free device (e.g., a step can). n. Containers are kept closed and o. are not accessible to children. p. Staff members whose primary function is preparing food do not change diapers until their food preparation duties are completed for the day. 	
□ 5.6	<p>The program follows these practices regarding hand washing:</p> <ul style="list-style-type: none"> a. Staff members and those children who are developmentally able to learn personal hygiene are taught hand-washing procedures and are periodically monitored. b. Hand washing is required by all staff, volunteers, and children when hand washing reduces the risk of transmission of infectious diseases to themselves and to others. c. Staff assist children with hand washing as needed to successfully complete the task. Children wash either independently or with staff assistance. <p>Children and adults wash their hands:</p> <ul style="list-style-type: none"> d. on arrival for the day; e. after diapering or using the toilet (use of wet wipes is acceptable for infants); f. after handling body fluids (e.g., blowing or wiping a nose, coughing on a hand, or any touching of mucus, blood or vomit); g. before meals and snacks, preparing or serving food, or handling any raw food that requires cooking (e.g., meat, eggs, poultry); h. after playing in water that that is shared by two or more people; i. After handling pets and other animals or any materials such as sand, dirt, or surfaces that might be contaminated by contact with animals; and, j. When moving from one group to another (e.g., visiting) that involves contact with infants and toddlers/twos. <p>Adults also wash their hands:</p> <ul style="list-style-type: none"> k. before and after feeding a child, l. before and after administering medication, m. after assisting a child with toileting, and, n. after handling garbage or cleaning. <p>Proper hand-washing procedures are followed by adults and children and include:</p> <ul style="list-style-type: none"> o. using liquid soap and running water; 	

IQPPS #	Criteria	Notes
	<p>p. rubbing hands vigorously for at least 20 seconds, including back of hands, wrists, between fingers, under and around any jewelry, and under fingernails; rinsing well; drying hands with a paper towel, or a dryer; and avoiding touching the faucet with just-washed hands (e.g., by using a paper towel to turn off water).</p> <p>Except when handling blood or body fluids that might contain blood (when wearing gloves is required), wearing gloves is an optional supplement, but not a substitute for, hand washing in any required hand-washing situation listed above.</p> <p>q. Staff wear gloves when contamination with blood may occur.</p> <p>r. Staff do not use hand-washing sinks for bathing children or removing smeared fecal material.</p> <p>s. In situations where sinks used for both food preparation and other purposes, staff clean and sanitize the sinks before using them to prepare food.</p> <p>t. Hand hygiene with an alcohol-based sanitizer with 60% to 95% alcohol is an alternative to traditional hand-washing (for children over 24 months and adults) with soap and water when visible soiling is not present.</p>	
□ 5.7	<p>Precautions are taken to ensure that communal water play does not spread infectious disease. No child drinks the water. Children with sores on their hands are not permitted to participate in communal water play. Fresh potable water is used, and the water is changed before a new group of children comes to participate in the water play activity. When the activity period is completed with a group of children, the water is drained. Alternatively, fresh potable water flows freely through the water play table and out through a drain in the table.</p>	
Ensuring Children's Nutritional Well-being		
□ 5.10	<p>Staff take steps to ensure the safety of food brought from home:</p> <p>a. They work with families to ensure that foods brought from home meet the USDA's CACFP food guidelines.</p> <p>b. All foods and beverages brought from home are labeled with the child's name and the date.</p> <p>c. Staff make sure that food requiring refrigeration stays cold until served.</p> <p>d. Food is provided to supplement food brought from home, if necessary.</p> <p>e. Food that comes from home for sharing among the children are either whole fruits or commercially prepared packaged foods in factory-sealed containers.</p>	
□ 5.14	<p>Clean sanitary drinking water is made available to children throughout the day.</p>	
□ 5.15	<p>Staff do not offer children younger than four years these foods: hotdogs, whole or sliced into rounds; whole grapes; nuts; popcorn; raw peas and hard pretzels; spoonfuls of peanut butter; or chunks of raw carrots or meat larger than can be swallowed whole.</p> <p>Staff cut foods into pieces no larger than ¼ inch square for infants and ½ inch square for toddlers/twos, according to each child's chewing and swallowing capability.</p>	

IQPPS #	Criteria	Notes
Maintaining a Healthful Environment		
□ 5.19	Procedures for standard precautions are used and include the following: <ol style="list-style-type: none"> a. Surfaces that may come in contact with potentially infectious body fluids must be disposable or made of a material that can be sanitized. b. Staff use barriers and techniques that minimize contact of mucous membranes or of openings in skin with potentially infectious body fluids and reduce the spread of infectious disease. c. When spills of body fluids occur, staff clean them up immediately with detergent followed by water rinsing. d. After cleaning, staff sanitize nonporous surfaces by using the procedure for sanitizing designated changing surfaces described in the Cleaning and Sanitation Frequency Table. e. Staff clean rugs and carpeting by blotting, spot cleaning with a detergent-disinfectant, and shampooing or steam cleaning. f. Staff dispose of contaminated materials and diapers in a plastic bag with a secure tie that is placed in a closed container. 	

Standard 6: Teachers

No criteria under this Standard.

Standard 7: Families

No criteria under this Standard.

Standard 8: Community Relationships

No criteria under this Standard.

Standard 9: Physical Environment

IQPPS #	Criteria	Notes
Indoor and Outdoor Equipment, Materials and Furnishings		
□ 9.2	The indoor environment is designed so that staff can supervise children by sight and sound at all times without relying on artificial monitoring devices. In semiprivate areas, it is always possible for both children and adults to be observed by an adult from outside the area.	
□ 9.3	Materials and equipment are available <ol style="list-style-type: none"> a. to facilitate focused individual play or play with peers. b. in sufficient quantities to occupy each child in activities that meet his or her interests. 	
□ 9.4	Indoor space is designed and arranged to... <ol style="list-style-type: none"> a. accommodate children individually, in small groups and in a large group. 	

IQPPS #	Criteria	Notes
	<ul style="list-style-type: none"> b. divide space into areas that are supplied with materials organized in a manner to support children's play and learning. c. provide semiprivate areas where children can play or work alone or with a friend. d. provide children with disabilities full access (making adaptations as necessary) to the curriculum and activities in the indoor space. 	

Standard 10: Leadership and Management

IQPPS #	Criteria	Notes
Management Policies and Procedures		
<input type="checkbox"/> 10.4 Required	<p>Written procedures address the maintenance of developmentally appropriate teaching staff-child ratios within group size to facilitate adult-child interaction and constructive activity among children. Teaching staff-child ratios within group size are maintained during all hours of operation, including:</p> <ul style="list-style-type: none"> a. indoor time, b. outdoor time, and c. during transportation and field trips (when transporting children, the teaching staff-child ratio is used to guide the adult-child ratio). <p>Groups of children may be limited to one age or may include multiple ages. (A group or classroom consists of the children assigned to a teacher or a team of teaching staff for most of the day and who occupy an individual classroom or well-defined space that prevents intermingling of children from different groups within a larger room or area.)</p>	