

Be sure to make a copy before using

Class Observation Tool: All

Program ID#: _____ Visit Date: _____

Assessor ID#: _____ Assessor Last Name: _____

Class Name: _____ Class Number: _____

Class Observation Start Time: _____ End Time: _____

Environmental Time Exception Start Time: _____ End Time: _____
 Indoors N/A

Infant Sleep Time Exception Start Time: _____ End Time: _____
 N/A

Max # of Children: _____ Age category(ies) of children in this group:
 # of Staff with max # of Children: _____ Infant Toddler/Two
 Preschool Kindergarten
 School-Age

<i>The answers to the following two questions must be provided by the Teaching Staff or Program Administrator.</i>		
Are there children with identified special needs in the group today? Yes <input type="checkbox"/> No <input type="checkbox"/>	<input type="checkbox"/> Speech & language <input type="checkbox"/> Neurological disorders <input type="checkbox"/> Down Syndrome <input type="checkbox"/> Learning disabilities <input type="checkbox"/> Autism, spectrum disorders <input type="checkbox"/> Mentally disabled <input type="checkbox"/> /Developmentally delayed <input type="checkbox"/> Other, specify	<input type="checkbox"/> Orthopedic handicaps <input type="checkbox"/> ADHD <input type="checkbox"/> Hearing impairment <input type="checkbox"/> Visual Impairment <input type="checkbox"/> Behavioral <input type="checkbox"/> Maintenance care diseases (diabetes, HIV) <input type="checkbox"/> Other, specify
Are there children with special needs enrolled in the group, although not here today? Yes <input type="checkbox"/> No <input type="checkbox"/>	<input type="checkbox"/> Autism, spectrum disorders <input type="checkbox"/> Mentally disabled <input type="checkbox"/> /Developmentally delayed <input type="checkbox"/> Other, specify	<input type="checkbox"/> Behavioral <input type="checkbox"/> Maintenance care diseases (diabetes, HIV) <input type="checkbox"/> Other, specify

Teaching Staff during Observation: Write one name on each line below. If staff entered or left (more

NAEYC Site Visit

[NAEYC CO - environmental items highlighted in green](#) with July 2019 changes

than 5 min.) during the
observation, note time in or out.

Other staff present during Observation:

Reliability Check?

Yes No

General Rating Guidelines:

“Have Chances” - Conversations, materials, equipment, or activities that allow for children to engage in a particular concept or area of development. At least 2 examples, in some combination must be observed.

“Play” - Children's active engagement and enjoyment of an activity and their ability to determine how the activity is carried out.

Standard 1 – Relationships

1B: Building Positive Relationships between Teachers and Children.

1B.1 I, T, P, K, S

Teachers respond to children's negative emotions (hurt, fear, anger) by offering developmentally appropriate comfort, support, and assistance. Yes No No Opp

Rate No Opp if no negative emotions are observed.

Developmentally appropriate: based on what we know about the development and learning of children within a given age range, while also considering each child's individual abilities and needs, and his or her cultural background.

1B.2 I, T, P, K, S

Teachers take into account children's differing temperaments when relating to each child. Yes No

Watch for teaching staff's sensitivity to individual children (versus treating all children basically the same way).

1B.3 P, K, S

Teachers take into account children's differing activity levels when relating to each child. Yes Not Age No

Watch for teaching staff's sensitivity to individual children (versus treating all children basically the same way).

1B.4 I, T, P, K, S

REQUIRED

Staff never use physical punishment and do not engage in psychological abuse or coercion. Yes No

Rate No if any person employed by or volunteering for the program physically punishes, psychologically abuses, or coerces a child. This is a required assessment item. If a child is in immediate danger, assessors must immediately notify the program administrator and contact the NAEYC Accreditation of Early Learning Programs.

Examples of physical punishment: Shaking, hitting, spanking, slapping, jerking, squeezing, kicking, biting, pinching, excessive tickling, and pulling of arms, hair, or ears; requiring a child to remain inactive for a long period of time.

Examples of psychological abuse: shaming, name calling, ridiculing, humiliation, sarcasm, cursing at, making threats, or frightening a child; ostracism, withholding affection.

Examples of coercion: rough handling (shoving, pulling, pushing, grasping any body part); forcing a child to sit down, lie down, or stay down, except when restraint is necessary to protect the child or others from harm; physically forcing a child to perform an action (such as eating or cleaning up).

1C.2 P, K, S NEW 2017

Teachers give children a chance to resolve their own conflicts without immediate teacher intervention. Yes Not Age
 No No Opp

Rate No Opp if no evidence of conflicts is observed.

Conflict: A disagreement or argument of ideas or about material objects between two or more children.

1C.3 T, P, K, S

When children are in conflict, teachers help them identify their feelings. Yes Not Age
 No No Opp

Rate No Opp if no evidence of conflicts is observed.

Conflict: A disagreement or argument of ideas or about material objects between two or more children.

1C.4 T, P, K, S

When children are in conflict, teachers help them identify and describe the problem. Yes Not Age
 No No Opp

Rate No Opp if no evidence of conflicts is observed.

Conflict: A disagreement or argument of ideas or about material objects between two or more children.

1C.5 T, P, K, S

When children are in conflict, teachers help them think of alternative solutions. Yes Not Age
 No No Opp

Rate No Opp if no evidence of conflicts is observed.

Conflict: A disagreement or argument of ideas or about material objects between two or more children.

1D: Creating a Predictable, Consistent, and Harmonious Classroom

1D.1 I, T, P, K, S

Classroom materials show persons with differing abilities engaged in activities that counteract stereotypical limitations. Yes
 No

Counteracting stereotypical limitations: the selection and use of materials that represent people in ways that depict a diversity of experiences, values, abilities, dress, and customs rather than singular representations of an entire group or selection of people.

1D.2 I, T, P, K, S

Classroom materials show persons of different ethnic or cultural backgrounds engaged in activities that counteract stereotypical limitations.

- Yes
 No

Counteracting stereotypical limitations: the selection and use of materials that represent people in ways that depict a diversity of experiences, values, abilities, dress, and customs rather than singular representations of an entire group or selection of people.

1D.3 T, P, K, S

Teachers offer children the chance to choose activities, materials, and areas in which to play.

- Yes Not Age
 No

Play: Children's active engagement and enjoyment of an activity and their ability to determine how the activity is carried out.

1D.4 T, P, K, S

Teachers anticipate problematic behavior and take steps to prevent it.

- Yes Not Age
 No

Rate Yes if no problematic behavior is observed.

Examples of problematic behavior: Temper tantrums, not following directions, persistent whining, conflicts with other children and adults.

1D.5 T, P, K, S

Teachers use narration and description of ongoing interactions to identify prosocial behaviors.

- Yes Not Age
 No

1F: Promoting Self-Regulation**1F.1 T, P, K, S**

Teachers help children learn emotional regulation skills.

- Yes Not Age
 No

Examples of emotional regulation skills: Persisting when frustrated, gaining control of physical impulses, expressing emotions in non-harmful ways, learning about self and others.

1F.2 T, P, K, S

Teachers guide and support children to use language to communicate needs.

- Yes Not Age
 No

1F.3 T, P, K, S

Teachers guide and support children to gain control of physical impulses.

- Yes Not Age
 No

Standard 2 – Curriculum**2A: Curriculum: Essential Characteristics****2A.1 T, P, K, S**

The class's learning spaces offer learning experiences related to all these cognitive content areas: literacy; mathematics; science; technology; creative expression and the arts; health and safety; social studies.

Yes Not Age
 No

Examples of learning experiences: experiments, performing arts, conversations, field trips. Technology: Equipment and machinery developed from scientific knowledge.

Examples of technology: Hand tools, microscopes, computers, clocks, keys, plumbing, wagons.

Examples of social studies: Family, friends, community, social roles, social rules, geography, money, businesses, governments.

2B: Areas of Development: Social-Emotional Development**2B.1 T, P, K, S**

Children have chances to recognize and name other people's feelings.

Yes Not Age
 No

2B.3 T, P, K, S

Children have chances to learn how to resolve conflicts in constructive ways.

Yes Not Age
 No

Conflict: A disagreement or argument of ideas or about material objects between two or more children.

2B.4 T, P, K, S

Children have chances to understand that other people may have different thoughts and opinions than theirs.

Yes Not Age
 No No Opp

Rate No Opp if there are no opportunities for such chances to take place during the observation. Rate No if there are missed opportunities for such chances to take place.

2B.5 T, P, K, S

Children have chances to learn that other people may have different feelings than they do.

Yes Not Age
 No No Opp

Rate No Opp if there are no opportunities for such chances to take place during the observation. Rate No if there are missed opportunities for such chances to take place.

2D: Areas of Development: Language Development**2D.1 P, K, S**

Children have discussions with each other or with staff to solve problems related to the physical world.

Yes Not Age
 No No Opp

Rate No Opp if no such problems are observed. Rate No if there are missed opportunities to discuss problems related to the physical world.

Examples of problems related to the physical world: How to retrieve a ball that has gone over a fence, using ramps to make cars go faster or further, putting puzzle pieces together.

2D.2 T, P, K, S

Teachers use words that children may not understand and provide explanations or examples of these words.

- Yes Not Age
 No

2E: Curriculum Content Area for Cognitive Development: Early Literacy

2E.2 T, P, K, S

Teachers help children connect print to spoken word.

- Yes Not Age
 No

Examples of print: Labels, classroom rules/routines, signs, posted letters, words, or sentences.

2E.3 P, K, S

Some of the books available to children relate to current learning topics, themes, or activities.

Yes Not Age
 No

2E.4 P, K, S

Writing materials and activities are readily available in art, dramatic play, and one or more other learning centers.

Yes Not Age
 No

Learning centers: Defined areas within a classroom prepared with a selection of materials that promote learning in a specific content area, such as art or science.

Examples of learning centers: Blocks/construction, writing table, woodworking, library, creative arts, manipulatives, science and collections.

2E.5 P, K, S

Teachers help children write the words and messages they are trying to communicate.

Yes Not Age
 No No Opp

Rate No Opp if children are not observed to need help writing words and messages during the observation. Rate No if children are observed needing help writing words and messages and staff do not offer to help.

2E.6 P, K, S

Printed words about topics of current interest are posted in the classroom at eye level or made available on laminated cards.

Yes Not Age
 No

2E.7 P, K, S

Teachers model the process of print writing.

Yes Not Age
 No No Opp

Rate No Opp if there are no opportunities for teachers to model the functional use of writing during the observation. Rate No if there are missed opportunities for teachers to model the functional use of writing during the observation.

Writing: The act of communicating thoughts, ideas, and information to others through use of print.

Examples of writing: Lists, charts and graphs, letters, reflections on and responses to experiences, notes, instructions, signs, rules, procedures.

2E.8 P, K, S

Teachers talk about the many ways writing is used in daily life.

- Yes Not Age
 No No Opp

Rate No Opp if there are no opportunities for teachers to talk about the ways writing is used in daily life during the observation. Rate No if there are missed opportunities for teachers to talk about the ways writing is used in daily life during the observation.

Examples of ways writing is used in daily life: Shopping lists, letters, cards, journals/diaries, notes, e-mail, online-posts.

2F: Curriculum Content Area for Cognitive Development: Early Mathematics

2F.5 T, P, K, S

Children have chances to see and learn about number concepts.

- Yes Not Age
 No

Number concepts: The understanding of cardinal and ordinal number systems as related to objects and quantities and the static and dynamic nature of these relationships.

Examples of number concepts: Teachers counting out-loud for toddlers and twos, children counting, books, games, use of manipulatives, sequencing.

2F.6 T, P, K, S

There are toys and other objects in the learning environment that children can categorize by shape, size, and color.

- Yes Not Age
 No

2F.7 P, K, S

There are toys and other objects in the learning environment that allow children to name and recognize two- and three-dimensional shapes.

- Yes Not Age
 No

2F.8 P

Children have chances to recognize and name repeating patterns.

- Yes Not Age
 No

Repeating patterns: Sequences of colors, shapes, sounds, or other attributes that occur again and again.

Examples of repeating patterns: Circle, circle, square, circle, circle, square...; yellow, blue, red, yellow, blue, red...

2F.9 K, S

Kindergartners and school-agers have chances to make and record measurements of things. Yes Not Age
 No

2F.10 K, S

There are toys and other materials in the learning environment that allow kindergartners and school-agers to create or explore repeating and growing patterns. Yes Not Age
 No

Repeating patterns: Sequences of colors, shapes, sounds, or other attributes that occur again and again.

Examples of repeating patterns: Circle, circle, square, circle, circle, square...; yellow, blue, red, yellow, blue, red...

Examples of growing patterns: 1, 2, 4, 8...; yellow, blue, yellow, blue, red, yellow, blue, red, green...

2F.11 K, S

Kindergartners and school-agers have chances to do addition, subtraction, and other numerical operations in the classroom environment. Yes Not Age
 No

2G: Curriculum Content Area for Cognitive Development: Science**2G.3 P, K, S**

There are at least two representations of data collection (e.g., through drawing or graphing) included in classroom displays. Yes Not Age
 No

Data: Broadly defined as factual information and may relate to any of the curriculum content areas (not just science).

2G.4 P, K, S

Children have chances to do activities that encourage them to think, ask questions, and make predictions about natural and physical phenomena. Yes Not Age
 No

Phenomena: Facts or occurrences directly observable by the senses.

2J: Curriculum Content Area for Cognitive Development: Creative Expression and Appreciation for the Arts**2J.1 I, T, P, K, S**

Children have chances to appreciate culturally diverse visual arts in their learning environment. Yes
 No

Visual arts: creations that can be observed and appreciated.

Examples of visual arts: Painting, drawing, sculpture, photos, mask-making, batik, quilts, basketry, architecture.

2J.2 I, T, P, K, S

Children have chances to appreciate culturally diverse dramatic arts in their learning environment. Yes No

If children witness dramatic performances or interact with materials related to dramatic arts, these are chances to gain appreciation of dramatic arts.

Dramatic arts: Arts created for the purpose of public performance. Examples of dramatic arts: Acting, (including dress-up), puppetry, musical recital, mime.

2J.4 T, P, K, S

Children have chances to develop and practice art skills. Yes Not Age No

Examples of art skills: Cutting, gluing, painting, sculpting, drawing, caring for tools and supplies.

2J.5 P, K, S

Children have chances to create both two- and three-dimensional art. Yes Not Age No

Rate Yes if at least one opportunity of both types of art (two-dimensional AND three-dimensional) are observed.

Art (or "the arts"): The expression or application of human creative skill and imagination, producing works to be appreciated primarily for their beauty or emotional power. (<https://en.oxforddictionaries.com/definition/art>).

Examples of creative arts curriculum topics: Painting, drawing, sculpting, and use of other visual media; participating in music, movement, dramatic play, and puppetry; appreciation of art created by others; learning vocabulary related to the arts.

2L: Curriculum Content Area for Cognitive Development: Social Studies

2L.1 T, P, K, S

Children have chances to learn that families have a variety of family structures. Yes Not Age No

Examples of family structures: Nuclear family, single-parent family, extended family, childless family, step-family, grandparent family, and families including adopted members, same-sex spouses, unwed partners, teen-aged parents.

2L.2 T, P, K, S

Children have chances to learn specific details about the actual community in which they live. Yes Not Age No

Generic books and posters about community resources or community helpers are insufficient to meet this item.

Community: The specific locality of a group of people with shared governmental, cultural, historical, social, religious, or occupational heritage.

Examples of community: Military bases; workplaces; academic campuses; local business, towns; neighborhoods; residential, and recreational areas or landmarks.

2L.3 P, K, S

Children have chances to learn about the physical and geographic characteristics of their local environment. Yes Not Age No

Examples of geographic characteristics: Rivers, gardens, mountains, parks, buildings, community businesses, and neighborhood layout.

2L.4 P, K, S

Children have chances to build a basic understanding of economic concepts.

Yes Not Age
 No

Examples of economic concepts: Money, buying and selling, wants and needs, the value of things.

Standard 3 – Teaching

3A: Designing Enriched Learning Environments

3A.1 I, T, P, K, S

Teachers have arranged their classrooms in a way that protects children’s health and safety.

Yes
 No

3A.2 T, P, K, S

At least half of the classroom displays show children’s works of writing, art, graphs, or other creations.

Yes Not Age
 No

3C: Supervising Children

Preschool Supervision

3C.5 P

Teachers of preschoolers keep these children in sight most of the time, with the exception of brief periods (up to five minutes, in a safe environment -- such as child’s use of the toilet) when a child cannot be seen but can still be heard. Yes Not Age No

Rate the next two items NO OPP if Required Item 3C.5 is rated YES

3C.6 P

REQUIRED

If a preschooler is out of the direct sight **AND** sound supervision of all teaching staff, it is for no more than 1 minute, and the child is in a safe environment. Yes Not Age No No Opp

*Rating Note: If item 3C.5 (above) has been rated “Yes”, then you must rate this item “No Opp”. If item 3C.5 has been rated “No”, then you must rate this item “Yes” or “No”. Rate NO if one or more preschoolers are out of direct sight **AND** sound supervision for more than one minute.*

3C.7 P

REQUIRED

If a preschooler is out of direct sight **OR** sound supervision of all teaching staff, it is for no more than ten minutes and the child is in a safe environment. Yes Not Age No No Opp

*Rating Note: If item 3C.5 (above) has been rated “Yes”, then you must rate this item “No Opp”. If item 3C.5 has been rated “No”, then you must rate this item “Yes” or “No”. Rate No if one or more preschoolers are out of direct sight **OR** sound supervision for more than 10 minutes. Safe environment: A fully enclosed area, free of safety and environmental hazards, occupied by at least one supervising adult. Unsafe environment: Areas without a supervising adult; unenclosed areas allowing access to exterior of facility; any area with safety or environmental hazards that pose imminent or immediate risk to children. Examples of unsafe environments: Facility parking lot, unoccupied bathroom, corridor, kitchen, storage room.*

Kindergarten and School-Age Supervision

3C.8 K, S

REQUIRED

Teachers of kindergartners and school-age children keep these children within sight and/or hearing most of the time. A teacher may allow kindergartners and school-agers to leave their supervision (out of sight and sound) for up to 10 minutes so long as they are in a safe environment (e.g., go to hall bathroom; report to school nurse office). Yes Not Age No

Have system for keeping track of who is gone and for how long?

Safe environment: A fully enclosed area, free of safety and environmental hazards, occupied by at least one supervising adult. Unsafe environment: Areas without a supervising adult; unenclosed areas allowing access to exterior of facility; any area with safety or environmental hazards that pose imminent or immediate risk to children. Examples of unsafe environments: Facility parking lot, unoccupied bathroom, corridor, kitchen, storage room.

3D: Using Time, Grouping, and Routine to Achieve Learning Goals**3D.1 T, P, K, S**

When needed, teachers support children in performing daily cleanup and maintenance jobs in the classroom. Yes Not Age
 No No Opp

Rate No Opp if daily cleanup and maintenance jobs do not take place during the observation. Rate No if there are missed opportunities for children to be engaged in these tasks or if daily cleanup and maintenance jobs are observed and staff do not support children in these tasks, when needed.

3D.2 T, P, K, S

Teachers allow the right amount of time for children to smoothly transition from one activity to the next. Yes Not Age
 No No Opp

Rate No Opp if no opportunity for transitions is present during the observation.

3E: Responding To Children's Interests and Needs**3E.1 I, T, P, K, S**

Teachers rearrange the classroom, when necessary, to help children explore new concepts or topics. Yes
 No No Opp

Rate No Opp if it is not necessary for teachers to rearrange the classroom to help children explore new concepts or topics during the observation. Rate No if it becomes necessary for teachers to rearrange the classroom to help children explore new concepts or topics during the observation and teachers do not do so.

Examples of rearranging the classroom: Staff expand learning centers or move furniture.

Learning centers: Areas within a classroom prepared with a selection of materials that promote learning in a specific content area, such as art or science.

Examples of learning centers: Blocks/construction, writing table, woodworking, library, creative arts, manipulatives, science and collections.

3E.2 I, T, P, K, S

Teachers rearrange the classroom, when necessary, so children can continue doing an activity. Yes
 No No Opp

Rate No Opp if it is not necessary for teachers to rearrange the classroom so children can continue doing an activity during the observation. Rate No if it becomes necessary for teachers to rearrange the classroom so children can continue doing an activity and teachers do not do so.

Examples of rearranging the classroom: Staff expand learning centers or move furniture.

Learning centers: Areas within a classroom prepared with a selection of materials that promote learning in a specific content area, such as art or science.

Examples of learning centers: Blocks/construction, writing table, woodworking, library, creative arts, manipulatives, science and collections.

3E.3 I, T, P, K, S

Teachers depart from planned activities if children show interest in a different topic or activity. Yes
 No No Opp

Rate No Opp if children do not show interest in a different topic or activity than is planned for the day during the observation. Rate No if children do show interest in a different topic or activity and teachers do not depart from the planned activities for the day during the observation.

3E.4 I, T, P, K, S

Teachers adapt their teaching strategies to best fit each child's learning style. Yes
 No

Rate Yes if you see that children are engaged in activities and are not frustrated by the activities.

Examples of teaching strategies: Small and large group activities, teacher-or child-directed activities, "expanding upon" activities, modeling behavior, asking children open-ended questions, and encouraging children to maintain being engaged in activities.

Learning style: Each person's preferred way of taking in and remembering new information. Examples of learning styles: visual, auditory, kinesthetic, sequential, reflective.

3E.5 I, T, P, K, S

Teachers modify classroom materials, when necessary, to fit each child's learning style. Yes
 No No Opp

Rate No Opp if it is not necessary for teachers to modify classroom materials to fit each child's learning style during the observation.

Rate No if it becomes necessary for teachers to modify classroom materials to fit each child's learning style and the teachers do not do so.

Learning style: Each person's preferred way of taking in and remembering new information. Examples of learning styles: visual, auditory, kinesthetic, sequential, reflective.

3E.7 T, P, K, S

Teachers sometimes customize learning experiences, based on their knowledge of the children's social relationships. Yes Not Age
 No No Opp

Rate No Opp unless there is clear evidence of an opportunity for teacher to do this. Look for evidence that teaching staff have knowledge of the children and adapt teaching to meet the specific needs of each child and the group.

Examples of learning experiences: Experiments, performing arts, conversations, field trips.

3F: Making Learning Meaningful for All Children**3F.1 P, K, S**

Teachers have conversations with the children about their experiences. Yes Not Age
 No

3G: Using Instruction to Deepen Children's Understanding and Build Their Skills and Knowledge**3G.1 I, T, P, K, S**

As a child refines skills or gains a new skill, teachers fine-tune their teaching support to advance that child's further learning (scaffolding). Yes
 No No Opp

Rate No Opp if there are no opportunities for children to refine or learn new skills.

Rate No if there are missed opportunities for teachers to fine-tune their teaching support as children refine or learn new skills.

Examples of teaching supports related to scaffolding: Teaching staff assist in making a plan to attempt new tasks, divide tasks into simpler tasks, or ask prompting questions to promote thinking about the task and problem solving.

Scaffolding: Teachers "provide assistance and/or add support to enable each child to master a challenge just beyond his current level. The teacher gradually reduces the support as the child is able to proceed independently." Developmentally appropriate Practice, 3rd Edition Page 154.

3G.2 I, T, P, K, S

As a child refines skills or gains a new skill, teachers advance that child's further learning by making the activity a little more difficult (scaffolding). Yes No No Opp

Rate No Opp if there are no opportunities for children to refine or learn new skills.

Rate No if there are missed opportunities for teachers to advance a child's learning by making the activity a little more difficult as children refine or learn new skills.

Scaffolding: Teachers "provide assistance and/or add support to enable each child to master a challenge just beyond his current level. The teacher gradually reduces the support as the child is able to proceed independently." Developmentally appropriate Practice, 3rd Edition Page 154.

3G.3 T, P, K, S

Teachers use their knowledge of curriculum content to pose problems and ask questions that stimulate the children to think. Yes Not Age No

3G.4 T, P, K, S

Teachers help children express their ideas about curriculum content and build on the meaning of their experiences. Yes Not Age No

3G.5 T, P, K, S

Teachers help children identify and use what they already know (prior knowledge). Yes Not Age No

3G.6 T, P, K, S

Teachers provide learning experiences that extend and challenge children's current understanding of the world. Yes Not Age No

Examples of learning experiences: Experiments, performing arts, conversations, field trips.

Standard 5 – Health**5A: Promoting and Protecting Children's Health and Controlling Infectious Disease****5A.1 I, T, P, K, S**

Program staff change diapers or training pants when wet or soiled. N/A Yes No No Opp

Do not rate how family members change diapers, if observed. Rate N/A if the group does not include children in diapers or training pants. Rate No if wet or soiled diapers were not changed during the observation. Rate No Opp if there are no obvious signs of wet or soiled diapers or training pants during the observation.

5A.2 I, T, P, K, S

Each designated changing area is separated by a partial wall OR is located at least three feet from other areas that children use. Yes No

Designated changing area: An area or space prepared for the purpose of changing soiled diapers, training pants, or underwear and in which all changing related materials are readily available.

Examples of designated changing areas: Changing tables, bathrooms, curtained/semi-private nooks or corners.

5A.3 I, T, P, K, S

All diaper bins have a lid that opens and closes tightly using a hands-free device (e.g., step can). N/A Yes No

Rate N/A if the group does not include children in diapers or disposable training pants.

Rate YES if the class has an "in-counter drop-in" diaper bin that allows for hands-free disposal of soiled diapers.

Diaper bins: Receptacles designed and/or used for the purpose of containing soiled diapers.

5A.4 I, T, P, K, S N/A

Children cannot access diaper bins.

- Yes
 No

Rate N/A if the group does not dispose of diapers in their room. Rate as No if diapers are disposed in an accessible trash can used for multiple purposes.

*Rate YES if the class has an "in-counter drop-in" diaper bin that is fully enclosed and cannot be accessed by the children
Diaper bins: Receptacles designed and/or used for the purpose of containing soiled diapers.*

5A.5 I, T, P, K, S

Both children and adults wash or sanitize their hands before meals and snacks.

- Yes
 No No Opp

*For children 24 months and under, soap and water should be used and alcohol-based hand sanitizers should not be used.
 Rate No Opp if no meals or snacks are consumed during the observation.*

5A.6 I, T, P, K, S

Both children and adults wash or sanitize their hands after playing in water that is shared by two or more people.

- Yes
 No No Opp

*For children 24 months and under, soap and water should be used and alcohol-based hand sanitizers should not be used.
 Rate No Opp if water play does not take place during the observation.*

5A.7 I, T, P, K, S

Both children and adults wash their hands after touching sand or dirt.

- Yes
 No No Opp

Rate as No Opp if neither children nor adults touch sand or dirt during the observation.

5A.8 I, T, P, K, S N/A

Adults wash or sanitize their hands before and after feeding a child.

- Yes
 No No Opp

Rate N/A when observing meal or snack time in classes where all children are capable of independently feeding themselves. Rate No Opp if no meals or snacks are served during the observation.

5A.9 I, T, P, K, S

When washing their hands, adults and children rub their hands vigorously for at least 20 seconds, including back of hands, wrists, between fingers, under and around any jewelry, and under fingernails.

- Yes
 No No Opp

ALL elements must be observed in MOST of the adults and children MOST of the time to rate Yes for this indicator. Rate No Opp if no handwashing takes place during the observation.

5C: Promoting and Protecting Children’s Health and Controlling Infectious Disease

5C.1 I, T, P, K, S

Food-serving tables and high chairs are cleaned and sanitized after each use. Yes No No Opp

Rate No Opp if no food is served during the observation.

5C.2 I, T, P, K, S

When strong odors occur in the air, they are controlled using ventilation (not air-freshening sprays). Yes No No Opp

Rate No Opp if no strong airborne odors occur during the observation. Rate No if odors persist and staff have not attempted to control them.

5C.3 I, T, P, K, S

If a child has contaminated a toy with saliva or other body secretion or excretion, staff set the toy aside for washing in a bin or in another location created for that purpose. Yes No No Opp

*Rate No Opp if no toy becomes contaminated during the observation period.
Examples of body secretions or excretions: Blood, saliva, urine, feces, vomit, or mucous.*

Standard 6 – Professional Competencies and Supports

6A: Supportive Work Environment

6A.1 I, T, P, K, S

NEW 2017

There is suitably sized seating available to adults in the classroom.

- Yes
- No

Suitable seating: A stool, chair, bench, or other seat that is capable of supporting an adult person.

6B: Professional Identity and Recognition

6B.1 I, T, P, K, S

Teachers' communication with families is culturally sensitive and professional.

- Yes
- No
- No Opp

Rate No Opp if no communication between teachers and family members is observed.

Standard 7 – Families

7A: Knowing and Understanding the Program's Families

7A.1 I, T, P, K, S

If needed, teachers assist families in handling difficult separations during drop-off and pickup times.

- Yes
- No
- No Opp

Rate No Opp if no difficult separations are observed.

Standard 9 – Physical Environment

9A: Indoor and Outdoor Equipment, Materials, and Furnishings

9A.1 I, T, P, K, S

Classrooms are designed so staff can supervise children by sight and sound at all times, without relying on mirrors, cameras, or sound monitors.

- Yes
- No

9A.2 I, T, P, K, S

Classrooms are arranged to provide children with semiprivate areas.

- Yes
- No

Semiprivate: A space designed for a small number of people.

Examples of semiprivate areas in classrooms: Easel, loft, playhouse, book nook, cozy corner, tent.

9A.3 I, T, P, K, S

N/A

Classrooms are arranged to provide full access (as needed) to children with physical special needs.

- Yes
- No

Rate N/A if there are no children with physical special needs enrolled in the class.

Special needs: Physical or mental health conditions that require special education services such as early intervention or individualized supports.

9A.6 I T P K S

Posted daily schedules, lesson plans, and other notices in the classroom are current and up to date.

- Yes
- No

9C: Building and Physical Design

9C.1 I, T, P, K, S

The classroom is free of hazards that could lead to electrical shock, burns or scalding, slipping, tripping, or falling. Yes No

Tamper resistant outlets may be difficult to see. Assessors ask about use of tamper resistant outlets during the Orientation Meeting.

9C.2 I, T, P, K, S

There is a well-marked, readily accessible, fully equipped first aid kit outside during outdoor play. Yes No No Opp

Rate No Opp if the class does not go outside during observation. Rate No if location of first aid kit is not apparent, or it cannot be readily accessed.

9C.9 I T P K S

N/A

Children can reach the hand-washing sinks without staff assistance (step stools are available if needed).

Yes No

Rate N/A if no-handwashing is observed

9D: Environment Health

9D.1 I, T, P, K, S

Toxic substances are inaccessible to children. Yes No

Toxic substances: Any substance that is potentially harmful if ingested, inhaled, or absorbed through the skin. Examples of toxic substances: Cleaners, detergents, bleach, hand sanitizer, paint, pesticides, herbicides, floor and furniture polish.

Standard 10 – Leadership and Management

10.B: Management Policies and Procedures

Indoor Ratios	I, T, P, K, S	ItemID	Age Category	Ratio	
Program staff maintain Developmentally appropriate staff-to-child ratios in classrooms and other indoor settings.	10B.1		Infant	1:4	<input type="checkbox"/> Yes
					<input type="checkbox"/> No
	10B.2	wo	Toddler/T	1:6	<input type="checkbox"/> Yes
					<input type="checkbox"/> No
					<input type="checkbox"/> No
	10B.3		Preschool	1:10	<input type="checkbox"/> Yes
					<input type="checkbox"/> No
	10B.4		Kindergar	1:12	<input type="checkbox"/> Yes
					<input type="checkbox"/> No
	10B.5	School-Age		1:15	

NAEYC Site Visit

[NAEYC CO - environmental items highlighted in green](#) with July 2019 changes

- | | | | |
|----------------------------------|----------------------------------|----------------------------------|---------------------------------|
| <input type="checkbox"/> Not Age | <input type="checkbox"/> No Opp | <input type="checkbox"/> Not Age | <input type="checkbox"/> No Opp |
| <input type="checkbox"/> No Opp | <input type="checkbox"/> Not Age | <input type="checkbox"/> No Opp | |
| <input type="checkbox"/> Not Age | <input type="checkbox"/> No Opp | <input type="checkbox"/> Not Age | |

Rate No Opp if no indoor time is observed with the class. For mixed aged classes, rate each of the applicable items for the age categories present.

Developmentally appropriate: Based on what we know about the development and learning of children within a given age range, while also considering each child's individual abilities and needs, and his or her cultural background.

Staff-to-child ratio: The number of children compared to the number of staff.

Indoor Class Size	I, T, P, K, S	Age Category	Group Size
Program staff maintain a Developmentally appropriate group size in classrooms and other indoor settings.	10B.6	Infant 8	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Age <input type="checkbox"/> No Opp
	10B.7	Toddler/T 12	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Age <input type="checkbox"/> No Opp
	10B.8	Preschool 20	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Age <input type="checkbox"/> No Opp
	10B.9	Kindergart 24	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Age <input type="checkbox"/> No Opp
	10B.10	School-Age 30	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Age <input type="checkbox"/> No Opp
	N		
	E		
	W		
	2		
	0		
1			
7			

Rate as No Opp if no indoor time is observed with the class.

For mixed aged classes, rate each of the applicable items for the age categories present.

Developmentally appropriate: Based on what we know about the development and learning of children within a given age range, while also considering each child's individual abilities and needs, and his or her cultural background.

Outdoor Ratios	I, T, P, K, S	ItemID	Age Category	Ratio
Program staff maintain Developmentally appropriate staff-to-child ratios in outdoor settings.	10B.11	Infant	1:4	<input type="checkbox"/> Yes <input type="checkbox"/> No
	10B.12	Toddler/T	1:6	<input type="checkbox"/> Yes <input type="checkbox"/> No
	10B.13	Preschool	1:10	<input type="checkbox"/> Yes <input type="checkbox"/> No
	10B.14	Kindergar	1:12	<input type="checkbox"/> Yes <input type="checkbox"/> No
	10B.15	School-Age	1:15	<input type="checkbox"/> Yes <input type="checkbox"/> No
	N			
	E			
	W			
	2			
	0			

NAEYC Site Visit

[NAEYC CO - environmental items highlighted in green](#) with July 2019 changes

- | | | | |
|----------------------------------|----------------------------------|----------------------------------|---------------------------------|
| <input type="checkbox"/> Not Age | <input type="checkbox"/> No Opp | <input type="checkbox"/> Not Age | <input type="checkbox"/> No Opp |
| <input type="checkbox"/> No Opp | <input type="checkbox"/> Not Age | <input type="checkbox"/> No Opp | |
| <input type="checkbox"/> Not Age | <input type="checkbox"/> No Opp | <input type="checkbox"/> Not Age | |

Rate No Opp if no outdoor time is observed with the class. For mixed aged classes, rate each of the applicable items for the age categories present.

Developmentally appropriate: Based on what we know about the development and learning of children within a given age range, while also considering each child's individual abilities and needs, and his or her cultural background.

Staff-to-child ratio: The number of children compared to the number of staff.

Global Ratings

Make the following global ratings of observation quality. Before rating, consider the specific mid-point and end-point descriptions for each scale. For each item, circle the number that most accurately describes this observation.

Interactions among the group (teacher: child, child: child)	Few/none; or many negative 1 <input type="checkbox"/> 2 <input type="checkbox"/>	Average; neutral tones 3 <input type="checkbox"/>	Many, positive interactions 4 <input type="checkbox"/> 5 <input type="checkbox"/>
Furnishings & materials in the room	Poor quantity, quality & variety 1 <input type="checkbox"/> 2 <input type="checkbox"/>	Sufficient type and amount 3 <input type="checkbox"/>	Rich quantity, quality & variety 4 <input type="checkbox"/> 5 <input type="checkbox"/>
Room layout for this age group	Age-inappropriate or dangerous 1 <input type="checkbox"/> 2 <input type="checkbox"/>	Appropriate, safe 3 <input type="checkbox"/>	Optimal or uniquely suitable 4 <input type="checkbox"/> 5 <input type="checkbox"/>

Notes

Notes are NOT optional for this tool. In one or two sentences, describe what was happening with the class during the observation period: indoor vs. outdoor play, free play, routines, transitions, snacks or meals, arrival times, etc. Note anything unusual or challenging. You may also use this page optionally to record comments about particular ratings, questions, issues, procedural irregularities, or anything else you think NAEYC should know about this class assessment or this tool. Write item numbers if applicable.