SELQKII

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

(SK Quality Tool)

Centre Name:

City/town:

Age group Info:

> **# of Infant groups**

> **# of toddler groups**

> **# of preschool groups**

Date(s) of Observation(s):

Assessor Name:

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

(SK Quality Tool)

For additional information and/or clarification of terms to support consistent interpretation and scoring please refer to the *Assessor's Guide to Using Saskatchewan's Early Learning and Child Care Quality Key Indicator Instrument.*

Some indicators are observed for the centre as a whole and some items are assessed for each room/group. Please identify the groups below. **Ensure scoring by group number is consistent through all indicators. Do this even when all groups are not being observed.**

Group	Age Group (Infant/Toddler/Preschool)	Educators	Number of Children
1			
2			
3			
4			
5			
6			

QUALITY INDICATOR 1): Number of ECE III Educators (Document Review)

In this case, we are interested in the number of ECEIII certified early childhood educators (ECEIII's). For this item, include only those educators who have a responsibility for working with the children and the programming.

How to Measure:
Assessors will review staff records to determine the number of staff who have these credentials in early childhood education. Record the number of ECEs with the appropriate qualifications and
divide them by the total number of ECEs to come up with a percent for the centre.

Calculate this indicator for the entire centre but include only the early childhood educators (ECE) who work over 65 hours/month.
Note: An exemption, granted by the Ministry of Education to meet licensing requirements is not a certification level.

Scoring for Quality Indicator 1:

The total number of ECEIII certified early childhood educators _____

The total number of early childhood educators who work over 65 hours/month _____

Total ECEIII teaching staff divided by the total number of ECE x 100 _____ (%).

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

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

Comments:

QUALITY INDICATOR 2): Stimulating and Dynamic Environment (Observation) all rooms

The criteria for measuring this are drawn from *Play and Exploration: Early Learning Program Guide.*
The program is child centered and children are viewed as competent learners.

How to Measure:
Below is the checklist of items that should be present. This item is to be observed for each group/room.
Write "Y" for Yes and "N" for No whether the item is observed and/or present in the room.

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

Scoring for Quality Indicator 2:

For each group, total up the number of items where you recorded a "Y" and record in the table below.

	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6
Total number of Y's (by group)						
For each group, divide by 11 (number of items you observed)						
For each group, x 100 to come up with a percent						

Add the percentages of each group together. Record the total here: _____

Divide by the number of groups and record here _____ %. (This is the percentage for the entire centre).

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

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

Comments: (include where the photos are located)

Group 1

Group 2

Group 3

Group 4

Group 5

Group 6

QUALITY INDICATOR 3): Developmentally Appropriate Curriculum Based on Assessments of Each Child (Document Review) entire centre

The key for this quality indicator is that the program is following an individualized prescribed planning document when it comes to curriculum. It does not mean it is a canned program, in fact, it shouldn't if it is based upon the individual needs of each child's developmental assessment.
There should also be a developmental assessment which is clearly tied to the curriculum.

Is there a developmental assessment used with children? If so, what tool is used: _____

The following key elements should be present when assessing this quality indicator.
1. The program practices emergent curriculum, allowing the interests of the children to determine the learning content. The curriculum is informed by individual developmental assessments of each child in the respective classrooms.
2. The children and educators are co-learners in the exploration of projects.
3. Learning activities of the children are documented, displayed in the learning environment, and used to plan further learning activities.

How to Measure:
Take a sample of ten individual children's records and consider the above three elements for each record. You should be asking yourself if there is a clear link between an assessment and the developmentally appropriate curriculum so that an individualized learning approach is being undertaken and each child's developmental needs are taken into consideration.

Record whether you can identify evidence of the practice occurring. All three blocks need to be examined for each child/record (1-10).

		1	2	3	4	5	6	7	8	9	10
3.1	**Emergent Curriculum**										
3.2	**Children and Educators are Co-learners**										
3.3	**Learning Activities Documented, Displayed & Used to Plan Future Learning**										

Total of All Three Key Elements
All three key elements must be present to receive credit. If all three key elements have a 'Yes' for that individual child/record, then record 'Yes' in the corresponding block below.

1	2	3	4	5	6	7	8	9	10

Scoring for Quality Indicator 3:
Count the number of positive records ('Yes' for all three elements) _____

Calculate the percentage of positive records.
Divide the number of positive records by 10 then x 100 = _____ %.

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

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

Comments:

3.1
3.2
3.3

QUALITY INDICATOR 4): Relationships with Families (Document Review/Interview) entire centre

Communication and building relationships with family members enables early childhood educators to assess the need for follow-up communication, plan meaningful learning activities and/or responsive program adjustments/additions.

How to Measure:
Look for the following three examples in policies developed by the program and/or determine if they have been carried out with families. It will be necessary to interview staff to complete this indicator and some examples/documentation must be observed to confirm.

1. The program provides communication, education, and informational materials and opportunities for families that are delivered in a way that meets their diverse needs.

     Y/N_____

2. The program communicates with families using different modes of communication, and at least one mode promotes two-way communication.

     Y/N _____

3. The program engages in ongoing two-way communication. Communication demonstrates respect for each family's strengths, choices, & goals for their children.

     Y/N ____

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

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

Comments:

4.1
4.2
4.3

QUALITY INDICATOR 5): Families Receive Information on Their Child's Progress Regularly (Document Review) entire centre

The results and possible responses to the developmental assessment (as per quality indicator #3) should be the focus of a parent conference/discussion. Parental feedback about the assessment and how it compares to their experiences at home is an excellent comparison point. All these interactions should be done in a culturally and linguistically appropriate way representing the parents/families being served.

How to Measure:
Look in policies/documentation developed by the program to determine if and how families receive information of their child's developmental progress. Record the number of reports completed or parent conferences over the past year. It will be necessary to interview staff to complete this indicator if you cannot determine from the records that the conferences or reports were completed.

1. The program has regularly scheduled (at least twice/year) parent conferences/events in which the children's developmental progress is discussed AND provides the family with a report/document with information on their child's developmental progress.
    Y/N _____   If "Yes" then go to number 4. If "No", then go to number 2.

2. The program has regularly scheduled (at least twice/year) parent conferences/events in which the children's developmental progress is discussed, but it does not provide a report/document with information on their child's developmental progress.
    Y/N _____   If "Yes" then go to number 4. If "No", then go to number 3.

3. If the program does not have regularly scheduled (at least twice/year) parent conferences/events, does it provide the family with a report/document with information on their child's developmental progress.
    Y/N _____   Go to Number 4.

4. All these interactions are done in a culturally and linguistically appropriate way representing the parents being served.
    Y/N _____

Scoring for Quality Indicator 5:
If #1 was 'Yes', then score 3 points.
If #2 was 'Yes', then score 2 points.
If #3 was 'Yes', then score 1 point.
If #4 was 'Yes', then add 1 point to the score to obtain the total score.
If the answer to all questions is No then score 0 points.

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

Comments:

QUALITY INDICATOR 6): Educators Encourage Children to Communicate (Observation)
Preschool Group *NOTE: If there is not a preschool room/group, then skip to Quality Indicator 7.*

How to Measure:
Observe the classroom for a minimum of 15 minutes. Once completed, consider where the classroom falls based on the following:

Number 1 Mark each item as "Y" for Yes or "N" for No	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6
Staff balance listening and talking appropriately for age and abilities of children during communication activities, for example: leave time for children to respond; verbalize for child with limited communication skills.						
Staff link children's spoken communication with written language, for example: write down what children dictate & read it back to them; help them write notes to parents.						
If both items are evident, record the score of 4 in the scoring table and this quality indicator is complete. If they are not both evident, go to number 2.						

Number 2 Mark each item as "Y" for Yes or "N" for No	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6
Communication activities take place during both free play and group times, for example: child dictates story about painting; small group discusses trip to store.						
Materials that encourage children to communicate are accessible in a variety of interest centres, for example: small figures and animals in block area; puppets and flannel board pieces in book area; toys for dramatic play outdoors or indoors.						
If both items are evident, record the score of 3 in the scoring table and this quality indicator is complete. If they are not both evident, go to number 3.						

Number 3 Mark each item as "Y" for Yes or "N" for No	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6
Some activities are used by staff w/children to encourage them to communicate.						
Some materials are accessible to encourage children to communicate.						
Communication activities are generally appropriate for the children in the group.						
If all three of these items are evident, record the score of 2 in the scoring table and this quality indicator is complete. If they are not both evident, go to number 4.						

Number 4 Mark each item as "Y" for Yes or "N" for No	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6
No activities are used by staff to encourage children to communicate, for example: not talking about drawings, dictating stories, sharing ideas at circle time, finger plays, singing songs.						
Very few materials accessible that encourage children to communicate.						
Record the score of 1 in the scoring table and this quality indicator is complete.						

Scoring for Quality Indicator 6:

Group 1	Group 2	Group 3	Group 4	Group 5	Group 6

Add the points for each group together and record here: _____

Divide the total by the number of groups and record the number of points: _____ (Range: 0 - 4)

Comments:

Group 1
Group 2
Group 3
Group 4
Group 5
Group 6

QUALITY INDICATOR 7): Infant/Toddler Language (Observation)

Infant and/or Toddler Group NOTE: If there is not an infant/toddler group/room, then skip to Quality Indicator 8.

How to Measure:

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

Number 1 Mark each item as "Y" for Yes or "N" for No	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6
Staff frequently have turn taking conversations with children throughout the observations. Many appropriate questions are used throughout the observation, during both play and routines.						
Staff ask children appropriate questions, wait a reasonable time for child response, and then answer if needed, for example: "Are you hungry? . . . Yes, you are!"; "Where's the ball? . . . There it is! You found the ball".						
If all these items are evident, record the score of 4 in the scoring table and this quality indicator is complete. If they are not both evident, go to number 2.						

Number 2 Mark each item as "Y" for Yes or "N" for No	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6
Staff initiate engaging conversations with children throughout the observation, for example: show enthusiasm; use tone that attracts child's attention.						
Staff often personalize questions and/or conversations for individual children, for example: talk about children's families, preferences, interests; what they are playing with; what they did over weekend; child's mood; use child's name.						
Staff often pay attention to children's questions, verbal or nonverbal, and answer in a satisfying manner for the child.						
Staff ask questions children are interested in, for example: make the questions funny or mysterious; use interesting tone; meaningful and not difficult to answer.						

If all these items are evident, record the score of 3 in the scoring table and this quality indicator is complete. If they are not both evident, go to number 3.

Number 3 Mark each item as "Y" for Yes or "N" for No	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6
Staff sometimes initiate conversations with children, for example: babble back and forth with baby; copy baby's sounds; respond to baby's crying with verbal response; have short back and forth toddler interactions.						
Staff sometimes ask children appropriate questions and wait for the child to respond, for example: ask baby if she likes toy and pay attention as baby smiles; ask toddler what he is eating and wait for him to think of word(s).						
Staff respond neutrally or positively to children who can't answer questions. Questions asked are sometimes meaningful to children, for example: child responds with interest; does not ignore staff questions.						
If all three of these items are evident, record the score of 2 in the scoring table and this quality indicator is complete. If they are not both evident, go to number 4.						

Number 4 Mark each item as "Y" for Yes or "N" for No	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6
Staff never initiate turn-taking conversations with children, for example: rarely encourage baby to babble back; simple back and forth exchanges with verbal children never observed.						
Staff never initiate turn-taking conversations with children, for example: rarely encourage baby to babble back; simple back and forth exchanges with verbal children never observed.						
Staff questions are often not appropriate for children, for example: no questions are asked, too difficult to answer, or carry a negative message.						
Staff respond negatively when children can't answer questions, for example: "You should know this"; "You did not listen".						
Record the score of 1 in the scoring table and this quality indicator is complete.						

Scoring for Quality Indicator 7:

Group 1	Group 2	Group 3	Group 4	Group 5	Group 6

Add the points for each group together and record here: _____

Divide the total by the number of groups and record the number of points: _____ (Range: 0 - 4)

Comments:

Group 1

Group 2

Group 3

Group 4

Group 5

Group 6

QUALITY INDICATOR 8): Educators Use Language to Develop Reasoning Skills (Observation)
Preschool Group *NOTE: If there is not a preschool room/group, then skip to Quality Indicator 9.*

This standard is tying language and cognition together and is the basis for problem solving using language.

How to Measure:
Observe the classroom for a minimum of 15 minutes. Once completed, consider where the classroom falls based on the following.

Number 1 Mark each item as "Y" for Yes or "N" for No	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6
Staff encourage children to reason throughout the day, using actual events and experiences as a basis for concept development, e.g.: children learn sequence by talking about their experiences in the daily routine or recalling the sequence of a cooking project.						
Concepts are introduced based upon children's interests or needs to solve problems, for example: talk children through balancing a tall block building, help children figure out how many spoons are needed to set a table.						
If both items are evident, record the score of 4 in the scoring table and this quality indicator is complete. If they are not both evident, go to number 2.						

Number 2 Mark each item as "Y" for Yes or "N" for No	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6
Staff talk about logical relationships while children play with materials that stimulate reasoning, for example: sequence cards, same/different games, size and shape toys, sorting games, numbers and math games.						
Children are encouraged to talk through or explain their reasoning when solving problems, for example: why they sorted objects into different groups, in what way two pictures are the same or different.						
If both items are evident, record the score of 3 in the scoring table and this quality indicator is complete. If they are not both evident, go to number 3.						

Number 3 Mark each item as "Y" for Yes or "N" for No	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6
Staff sometimes talk about logical relationships or concepts, e.g.: explain that outside time comes after snacks, point out differences in sizes of blocks children use.						
Some concepts are introduced appropriately for ages and abilities of children in group, using words and experiences, for example: guide children with questions and words to sort big and little blocks or to figure out why ice melts.						
If both items are evident, record the score of 2 in the scoring table and this quality indicator is complete. If they are not both evident, go to number 4.						

Number 4 Mark each item as "Y" for Yes or "N" for No	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6
Staff do not talk with children about logical relationships, for example: ignore children's questions and curiosity about why things happen, do not call attention to sequence of daily events, differences and similarity in number, size, shape, cause and effect.						
Concepts are introduced inappropriately, for example: concepts too difficult for age and abilities of children, inappropriate teaching methods used such as worksheets without any concrete experiences; teacher gives answers w/o helping children to figure things out.						
Record the score of 1 in the scoring table and this quality indicator is complete.						

Scoring for Quality Indicator 8:

Group 1	Group 2	Group 3	Group 4	Group 5	Group 6

Add the points for each group together and record here: _____

Divide the total by the number of groups and record the number of points: _____ (Range: 0 - 4)

QUALITY INDICATOR 9): Educators Listen Attentively When Children Speak (Observation)

This quality indicator focuses on the early childhood educator(s) looking directly at the children, nodding to indicate interest, rephrasing comments, and engaging in meaningful conversations. The intent is to observe all children and educators in the room.

How to Measure:
Conduct two-minute timed observations of educators in the classroom, recording each time you observe. Record 10 different observation periods. It is recommended that these are not consecutive.

Please use the following Likert Scale of 1-4 to assess your recordings:
1 = Never/Not at All;
2 = Somewhat/Few Instances;
3 = Quite a Bit/Many Instances;
4 = Very Much/Consistently):
Record in the table below for each group.

Group 1 Observations:											
	1	2	3	4	5	6	7	8	9	10	Total
Educator 1											
Educator 2											
Educator 3											
Add the total for each educator together and divide by the number of educators to get an average score for this group. Record this number in the box to the right.											

Group 2 Observations:											
	1	2	3	4	5	6	7	8	9	10	Total
Educator 1											
Educator 2											
Educator 3											
Add the total for each educator together and divide by the number of educators to get an average score for this group. Record this number in the box to the right.											

Group 3 Observations:

	1	2	3	4	5	6	7	8	9	10	Total
Educator 1											
Educator 2											
Educator 3											
Add the total for each educator together and divide by the number of educators to get an average score for this group. Record this number in the box to the right.											

Group 4 Observations:

	1	2	3	4	5	6	7	8	9	10	Total
Educator 1											
Educator 2											
Educator 3											
Add the total for each educator together and divide by the number of educators to get an average score for this group. Record this number in the box to the right.											

Group 5 Observations:

	1	2	3	4	5	6	7	8	9	10	Total
Educator 1											
Educator 2											
Educator 3											
Add the total for each educator together and divide by the number of educators to get an average score for this group. Record this number in the box to the right.											

Group 6 Observations:	1	2	3	4	5	6	7	8	9	10	Total
Educator 1											
Educator 2											
Educator 3											
Add the total for each educator together and divide by the number of educators to get an average score for this group. Record this number in the box to the right.											

Scoring for Quality Indicator 9:
Once all the observations are made, add up the results in the totals column for each educator.

Add the total for each educator in the group together and divide by the number of educators in the group to get an average score for the group. Record those scores here:

Group 1	Group 2	Group 3	Group 4	Group 5	Group 6

Add the totals for each group together. Record the number here: _____

Divide by the number of groups. Record the number here: _____

(Divide this result by 10) = _____ (1-4)

Comments:

QUALITY INDICATOR 10): Educators Speak Warmly to Children (Observation)

This quality indicator focuses on the early childhood educator(s) using in a caring voice and body language with every child. Educators do not use harsh language or commands in speaking to children. Educators are on the child's level, making eye contact.

How to Measure:
Complete 2-minute observations of the educator's warmth during interactions with the children as described above. Rate using the Likert Scale below and record in the table for the appropriate educator and group. Record ten different observation periods. It is recommended that these are not consecutive but spread over the observation period.
- 1 = Never/Not at All
- 2 = Somewhat/Few Instances
- 3 = Quite a Bit/Many Instances
- 4 = Very Much/Consistently

Group 1 Observations:	1	2	3	4	5	6	7	8	9	10	Total
Educator 1											
Educator 2											
Educator 3											
Add the total for each educator together and divide by the number of educators to get an average score for this group. Record this number in the box to the right.											

Group 2 Observations:	1	2	3	4	5	6	7	8	9	10	Total
Educator 1											
Educator 2											
Educator 3											
Add the total for each educator together and divide by the number of educators to get an average score for this group. Record this number in the box to the right.											

Group 3 Observations:

	1	2	3	4	5	6	7	8	9	10	Total
Educator 1											
Educator 2											
Educator 3											
Add the total for each educator together and divide by the number of educators to get an average score for this group. Record this number in the box to the right.											

Group 4 Observations:

	1	2	3	4	5	6	7	8	9	10	Total
Educator 1											
Educator 2											
Educator 3											
Add the total for each educator together and divide by the number of educators to get an average score for this group. Record this number in the box to the right.											

Group 5 Observations:

	1	2	3	4	5	6	7	8	9	10	Total
Educator 1											
Educator 2											
Educator 3											
Add the total for each educator together and divide by the number of educators to get an average score for this group. Record this number in the box to the right.											

Group 6 Observations:

	1	2	3	4	5	6	7	8	9	10	Total
Educator 1											
Educator 2											
Educator 3											

Add the total for each educator together and divide by the number of educators to get an average score for this group. Record this number in the box to the right.	

Scoring for Quality Indicator 10:
Once all the observations are made, add up the results in the totals column for each educator.

Add the total for each educator in the group together and divide by the number of educators in the group to get an average score for the group. Record those scores here:

Group 1	Group 2	Group 3	Group 4	Group 5	Group 6

Add the totals for each group together. Record the number here: _____

Divide by the number of groups. Record the number here: _____

(Divide this result by 10) = _____ (1-4)

Comments:

Group 1
Group 2
Group 3
Group 4
Group 5
Group 6

Saskatchewan's Early Learning and Child Care Quality Key Indicator Instrument (SK Quality Tool) Scoring Summary

Child Care Centre Name:

Program Quality Indicator	Score (1-4)
1	
2	
3	
4	
5	
6 (Preschool groups only)	
7 (Infant/toddler groups only)	
8 (Preschool groups only)	
9	
10	
Total Score	
Program Quality Level	

Interpreting the Score = Program Quality Level

Determine the appropriate Column for the child care entre based on the age groups of children in the centre. This will also correspond to the number of program quality indicators that were assessed.
Find the assessed score under the appropriate column to determine the quality level.

Quality Level	Infant/Toddler (No Preschool groups) 8 indicators assessed	Preschool (No Infant/Toddler Groups) 9 indicators assessed	Infant/Toddler and Preschool Groups 10 indicators assessed
High	Score of 28 or higher	Score of 32 or higher	Score of 36 or higher
Medium-High	Score of 22-27	Score of 26-31	Score of 30-35
Medium-Low	Sore of 12-21	Score of 16-25	Score of 20-29
Low	Score of 11 or less	Score of 15 or less	Score of 19 or less