

EARLY YEARS CENTRES PROGRAM ASSESSMENT TOOL

Centre Name:	
Observer:	Date:
Room Observed:	
Educators:	
Number of Children:	Age Range:
Start Time:	End Time:

PEI VISION FOR CHILDREN

Children in PEI are healthy and happy, curious and creative, playful and joyous. They are loved and respected, and are safe and secure in their families, homes and communities. Children are our collective responsibility. They are valued for who they are today, and as the future parents and leaders of tomorrow.

***Reflective Practice** is the systematic, reflective, collaborative process used by early childhood professionals to plan, evaluate, make decisions, and create and implement change through consideration of relevant literature, current practice, learning environments, observations of children's development, behavior, social interactions, learning and knowledge of families (PEI ELF, 2011).*

ABOUT THE PEI PROGRAM ASSESSMENT TOOL

The Program Assessment Tool (PAT) is a companion curriculum document to the Prince Edward Island Early Learning Framework. It is a systematic observation framework that complements and strengthens ongoing reflective practice and continuous quality improvement of the early learning environment.

The tool assists Educators in describing and providing examples about the *Relationships, Environments and Experiences* in their early childhood settings. It is designed to encourage a formalized process for reflective practice within PEI Early Years Centres while supporting their growth as a community of learners.

The Program Assessment Tool encourages Educators and Centre Directors to share and discuss their reflections with each other as a way to support pedagogical practice.

The PAT is intended to:

- ✓ Describe the key features of Educator practices that are organized into indicators.
- ✓ Support Educators and Directors to observe, recognize and assess pedagogical practices.
- ✓ Support intentional focus and goal setting for continuous individual professional development plans and ongoing Centre Action Plans.
- ✓ Inform and support Owner/Operators and Directors to make collaborative, timely and evidence based decisions for continuous quality improvement.

USING THE PEI PROGRAM ASSESSMENT TOOL

- The observations will take place in each room within the program.
- The Centre Director or Supervisor and the Early Childhood Coach will each document their observations using the tool.
- The observer makes note of whether each indicator is demonstrated, not demonstrated, or that there was no opportunity to observe a particular practice.
- Use of the tool will be coordinated to allow time for observing specific activities throughout the day, noting group time, free play, meals or snacks, drop off or pick up times, transitions etc.
- It is recognized that this assessment is a snapshot in time.

Information is gathered from:

- ✓ Observations of the physical environment indoors and out.
- ✓ Available pedagogical documentation.
- ✓ Observations of interactions between and among educators, children and families.
- ✓ Conversations with children, educators and families.

Following the observations the Coach and Director collaborate to provide feedback to the Educators within the rooms. This will lead to the development of goals for team action plans. These team plans, along with other elements of reflective practice, will inform the Centre Action Plan.

DEVELOPMENT OF THE PEI PROGRAM ASSESSMENT TOOL

The Department of Education and Lifelong Learning acknowledges and appreciates the involvement of the Margaret and Wallace McCain Family Foundation and CHANCES Family Centre in the contribution to the development of this Program Assessment Tool.

RELATIONSHIPS

PROGRAM INDICATOR	√	X	N/O	OBSERVATION NOTES
EMOTIONAL CLIMATE				
Frequent and respectful conversations with the children				
Educators greet each child by name upon arrival and departure				
Educators provide non-verbal encouragement (smiles, laughter, pats and hugs)				
Educators recognize children's achievements ; acknowledge and comment				
Educators are aware of and respond to difficulties experienced by children by providing assistance to aid in learning				
Educators offer safe risks for children and aid in comfort and guidance as needed				
Educators acknowledge and name children's emotions				
Educators communicate with children at their level - physically get down on the floor				
Evidence of team work among educators is present with respectful communication				
Diapering, toileting and washing routines are approached in a positive and cheerful manner , using gentle tone of voice				
Educators are responsible for designated children within the larger group (i.e. primary caregiving)				

PROGRAM INDICATOR	√	X	N/O	OBSERVATION NOTES
RESPECT FOR DIVERSITY				
The curriculum is versatile and flexible so that children with a wide range of interests, needs and abilities are participating and experiencing success				
Educators make efforts to ensure English language learner children are included in all activities and encouraged to maintain home language (could be N/A)				
Educators respond to children's cultural traditions and multiple languages as strengths and seek out opportunities to share with the group				
FAMILIES/COMMUNITIES				
Visible evidence of children's home and community experiences on display in the room				
Attentive and respectful conversations with parents , including open body language and use of parent's name				
Evidence of a strength based approach in communicating with parents				
The educators engage parents in conversation about what the children are currently doing in the program				
Educators encourage parent interaction and participation in the classroom				
Educators are aware of and refer parents to additional resources in the community				
Educators encourage informal family social networks				
Educators adapt their approach to the needs of the family and children				

PROGRAM INDICATOR √ X N/O OBSERVATION NOTES

BEHAVIOUR GUIDANCE		
Behaviour expectations are clear, consistent and supported by visual cues in the room		
Educators pay attention to children’s individual abilities to cope and encourage children’s use of strategies to regulate emotions and behaviour		
Educators introduce and lead ‘games with rules’ that allow children to practice regulation of attention and behaviour (e.g. Simon Says)		
Educators support children’s child-child interactions by prompting the use of problem solving and negotiating strategies		

NOTES:

Environments

PROGRAM INDICATOR	√/X/ N/O	OBSERVATION NOTES
ROUTINES/SCHEDULES		
Routines are organized , consistent and efficient		
Daily routines promote good health through nutrition, physical activity, and adequate rest		
Learning opportunities are embedded in snack, lunch and bathroom routines (e.g. schedule pictures and labels using signs and symbols)		
Transitions are announced in advance, children wait less than 3 minutes for further instructions		
Minimum of one hour for children to investigate, explore and pursue explorations without being hurried; Uninterrupted play		
Educators adapt activities and routine based on children's needs and interests		
Educators focus group time on planning and revisiting experiences, sharing from home, music and storytelling		

PROGRAM INDICATOR	√/X/ N/O	OBSERVATION NOTES
MATERIALS/CLASSROOM ARRANGEMENT		
Designated zones both indoors and outdoors for quiet and active play; creative expression; inquiry, literacy and numeracy		
Related centres and/or materials are grouped together for small groups of children		
Two large group spaces are available in the classroom		
Outdoor environment includes space for exploration of the natural world, surfaces for riding vehicles, learning centres, active physical play/climbing		
Physically active play is encouraged and clearly identified both indoors and outdoors		
Materials, resources and equipment are labeled and organized so that children can access and put them away safely and easily		
Materials are well maintained and rotated to reflect children's interest and use		
Literacy and numeracy materials (e.g. books, measuring cups, newspapers, rulers, maps) and tools are distributed throughout the environment		
A variety of materials , tools and resources that offer potential for inquiry are evident (i.e. comparing, sorting, classifying, ordering, interpreting, predicting, estimating)		

PROGRAM INDICATOR	√/X/ N/O	OBSERVATION NOTES
REPRESENTATIONS		
Educators display children’s personal representations with respect on the walls and in the classroom (e.g. visual arts, photographs, drawings and print)		
A space is clearly defined in the classroom for children’s continued work on a project or play activity and constructions over a period of time		
Educators display cultural representations in the classroom that reflect the language, values, traditions and lifestyles of the children, families, educators and communities		
NOTES:		

EXPERIENCES

PROGRAM INDICATOR	√ X/ N/O	OBSERVATION NOTES
GENERAL EXPERIENCES		
Educators scaffold children’s understanding by providing just enough assistance through prompts, hints, clarifications and information		
Children have enough time to try personal care routines on their own		
Educators encourage children to talk about their ideas and to explain thinking or rationale		
Children are encouraged to plan and execute several steps in a row , including adapting when initial plan has failed to work		
Educator’s conversations with children use repetition, extensions , and full grammatically correct sentences		
Educators use abstract language (e.g. ‘what do you predict?’) and extend children’s language and introduce new vocabulary		
Educators question children, avoiding questions that prompt yes/no answers		
Educators monitor and recognize children’s personal efforts , achievements, strengths and areas of growth		
Educators offer opportunities for complex sociodramatic and constructive play that demands social negotiations and shared narratives		
Educators engage in conversations with children during play that share thinking, solve problems, introduce new vocabulary and concepts		

PROGRAM INDICATOR	√ X/ N/O	OBSERVATION NOTES
Educators plan to extend children’s play by offering additional tools, props and materials		
Educators encourage children to plan their play		
Educators encourage all children to engage in silly and joyful play and the environment is able to accommodate		
Educators participate in pretend play situations and scaffold children’s representational competency		
AUTHENTIC ASSESSMENT (OBSERVATION, DOCUMENTATION, REFLECTION, PLANNING)		
Educators complete and follow through on documentation and portfolios for children in their designated group (primary caregiving)		
Educators document children (e.g. photographs, written work samples, learning stories, narrative notes, developmental checklists, continuum of development) to keep track of children’s progress in individual portfolios		
Program planning is informed by assessment of children’s abilities based on systematic observations		
Planning allows for revisiting or extending an activity and children’s ideas and observations are incorporated into the planned program		
Family and child goal setting are incorporated into portfolio and planning		
NOTES:		