

# HIGHSCOPE INFANT-TODDLER PQA CROSSWALK WITH TEACHSTONE INFANT AND TODDLER CLASS

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## **Overview of the Relationship between the HighScope Infant-Toddler Program Quality Assessment (PQA) and the Infant and Toddler Classroom Assessment Scoring System (CLASS)**

These crosswalks were jointly developed by the HighScope® Educational Research Foundation and Teachstone® to show the connections between HighScope’s Program Quality Assessment (PQA) and Teachstone’s Classroom Assessment Scoring System® (CLASS®) observation tools.

Both the PQA and CLASS tools are designed to capture the quality of experiences that programs provide for young children. Both have unique features that provide a comprehensive view of the information being collected and strengthen program practices through ongoing improvement goals.

The development of these crosswalks will help users identify the relationship between the tools and serve as a resource particularly for those agencies that require programs to utilize both tools to support and improve teaching practices and child outcomes. When programs use quality assessment data to make informed decisions for continuous quality improvement, they are more effective in providing high quality experiences for young children and families.

## I. Instrument Commonalities—Infant-Toddler PQA and Infant and Toddler CLASS

Both the PQA and CLASS instruments are designed to assess the quality of early childhood programs and identify quality improvement goals. The PQA looks at both structural (learning environment, routines, curriculum and assessment) and process (adult-child interactions) quality of a program as well as implementation of the HighScope curriculum. Whereas, CLASS looks primarily at process (adult-child interactions) quality and how teachers use a curriculum and the strength of the interactions between teachers and children. Both PQA and CLASS intersect on process quality through effectively measuring teacher-child interactions.

Additional features:

- Driven by research that demonstrates the positive relationship between teacher-child interactions, effective teaching practices, and child outcomes
- Values indicators of program quality that directly and indirectly impact positive child outcomes
- Provides access to additional resources to support programs and early childhood professionals
- Assessment data is used as an ongoing coaching tool to set goals for improvement
- Data collection process is conducted and monitored for fidelity (reliability test)

### Distinct but Complementary Features

	HighScope Program Quality Assessment (PQA)	CLASS Assessment
<b>Focus</b>	Comprehensive focus on indicators of program quality centered around four domains (learning environment, daily routine, adult-child interactions and curriculum planning and child observation/assessment).	Specific focus on indicators of program quality associated with teacher-child interactions and effective teaching practices.
<b>Use</b>	Primary use is to assess and improve the quality of program practices and curriculum implementation. Other uses are self- assessment, ongoing coaching, observation-feedback, identifying preservice and in-service training, research and dissemination of the effectiveness of program practices.	Used to assess and improve the quality of classroom practices

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<b>Purpose</b>	<p>Intentionally developed to support the needs of professionals, administrators, and private/public funders to improve all aspects of program quality and provide high quality early learning experiences for all children as well as attaining HighScope certification (teacher, trainer, program).</p>	<p>Intentionally developed to support the needs of professionals, administrators, and private/public funders to improve teacher-child interactions and provide high quality early learning experiences to all children.</p>
<b>Resources</b>	<p>Continuous quality improvement supports and quality assurance functions are provided through comprehensive observer support and professional development resources including online and face-to-face training, online reliability tests, print and online instruments, and coaching training.</p> <p>Various resources are available at <a href="http://www.highscope.org">www.highscope.org</a></p>	<p>Continuous quality improvement supports and quality assurance functions are provided through comprehensive observer support and professional development resources including online courses, face-to-face and hybrid training, train-the-trainer programs, and coaching.</p> <p>Various resources are available at <a href="http://www.teachstone.com">www.teachstone.com</a>.</p>
<b>Methods</b>	<p>Sample size of classrooms/groups observed vary depending on program or organizational quality improvement goals.</p> <p>PQA scores reflect the quality of the classroom being observed; program-wide sampling process may be used to assess all aspects of quality including adult-child interactions in the whole program.</p>	<p>Sample size of classrooms/groups observed vary depending on program or organizational quality improvement goals.</p> <p>CLASS scores reflect the quality of the classrooms being observed; program-wide sampling process may be used to assess the quality of the teacher-child interactions in the whole program.</p>
<b>Criteria</b>	<p>Source of evidence is observations (anecdotes; posted routine; lists/photos of materials; classroom/outdoor diagrams; clarifying questions) and interviews by reliable observers.</p>	<p>Source of evidence is observations conducted by reliable observers.</p>

## II. Assessment Crosswalk Percentages for PQA Sections and CLASS Domains

To guide the crosswalk development, definitions were created to determine how closely each PQA item and CLASS dimension aligned. Table 1 represents those definitions ranging from full match to no match.

**Table 1. Definitions of “Match” descending to “No Match”**

Full Match	The PQA contains combined rows within an item that together match the CLASS indicator and/or dimension. A classroom scoring in the high range of CLASS within these specific indicators and/or dimensions could potentially also meet those specific rows within an item in the PQA.
Nearly Full Match	The PQA contains combined rows within an item that together closely match the CLASS indicator and/or dimension. A classroom scoring in the high range of CLASS within these specific indicators and/or dimensions could potentially also meet those specific rows within an item in the PQA.
Partial Match	The PQA contains some combined rows within an item that together partially match the CLASS indicator and/or dimension. A classroom scoring in the high range of CLASS within these specific indicators and/or dimensions could potentially also meet those rows within an item in the PQA.
Less than Partial Match	The PQA contains a few combined rows within an item that together less than partially match the CLASS indicator and/or dimension. A classroom scoring in the high range of CLASS within these specific indicators and/or dimensions could potentially also meet those rows within an item in the PQA.
No match	The PQA does not contain rows/items that match the CLASS indicator and/or dimension at this time or the CLASS does not observe this type of data.

Match percentages were calculated from PQA to CLASS and CLASS to PQA to check for consistency across each tool. Both calculations are presented in the tables below to show the slight differences in how the match definitions applied in each instrument.

**Table 2. Percentages of Matches for Infant-Toddler PQA and Infant and Toddler CLASS Instruments**

HighScope Infant-Toddler PQA Sections	% Match	Infant and Toddler CLASS Domains	% Match
*Learning Environment	2		
Schedules and Routines	78		
Adult-Child Interactions	100	Responsive Caregiving Engaged	100
		Emotional and Behavioral Support	88
		Support for Learning	100
Overall Match with LE*	75	Overall Match	92
Overall Match without LE*	86		

Table 2 reflects the percentage of matches between the HighScope Infant-Toddler PQA Sections and the Infant and Toddler CLASS Domains. High matches for adult-child interactions ranged from 88%-100% across both instruments. There was a 2% match in Learning Environment reflecting accessibility and use of materials with infants and toddlers, and a 78% match in Schedules and Routines reflecting the teacher-child interaction strategies implemented during the different parts of the daily routine with infants and toddlers.

The percentages of matches show clear connections between both instruments. By identifying the links across these tools, programs utilizing the PQA and CLASS are able to cross evidence when completing both instruments and provide teachers with feedback on their strengths in both assessment measures.

### III. Sample Crosswalks

The following section includes a sample crosswalk from PQA to CLASS and CLASS to PQA for Infant and Toddler. For copies of the full crosswalk, please click on the following link (insert link to HighScope and Teachstone).

#### Sample of the Infant-Toddler PQA Crosswalk with Infant and Toddler CLASS

HighScope Infant-Toddler PQA	Teachstone Infant and Toddler CLASS
III-D. Children’s intentions (pg. 57)	
<p>Row 1. Throughout the day children are encouraged to pursue their interests and initiatives and solve problems.</p>	<p><u>Infant</u></p> <p>Teacher Sensitivity:</p> <ul style="list-style-type: none"> <li>• Awareness and cue detection</li> <li>• Responsiveness</li> </ul> <p>Facilitative Exploration:</p> <ul style="list-style-type: none"> <li>• Involvement</li> <li>• Infant focused</li> <li>• Expansion of infants’ experience</li> </ul> <p><u>Toddler</u></p> <p>Teacher Sensitivity:</p> <ul style="list-style-type: none"> <li>• Awareness</li> <li>• Responsiveness</li> </ul> <p>Regard for Child Perspective:</p> <ul style="list-style-type: none"> <li>• Child focus</li> <li>• Flexibility</li> <li>• Support for independence</li> </ul>



	<p>Facilitation of Learning and Development:</p> <ul style="list-style-type: none"> <li>• Children’s active engagement</li> </ul> <p>Quality of Feedback</p> <ul style="list-style-type: none"> <li>• Scaffolding</li> </ul>
<p>Row 2. Throughout the day children do things they can do and or wish to do themselves.</p>	<p><u>Infant</u></p> <p>Facilitative Exploration:</p> <ul style="list-style-type: none"> <li>• Involvement</li> <li>• Infant focused</li> <li>• Expansion of infants’ experience</li> </ul> <p><u>Toddler</u></p> <p>Regard for Child Perspective:</p> <ul style="list-style-type: none"> <li>• Child focus</li> <li>• Flexibility</li> <li>• Support for independence</li> </ul> <p>Facilitation of Learning and Development:</p> <ul style="list-style-type: none"> <li>• Children’s active engagement</li> </ul>
<p>Row 3. Throughout the day children receive caregiver support for their efforts, ideas, and initiatives.</p>	<p><u>Infant</u></p> <p>Facilitative Exploration:</p> <ul style="list-style-type: none"> <li>• Involvement</li> <li>• Infant focused</li> <li>• Expansion of infants’ experience</li> </ul> <p>Early Language Support:</p> <ul style="list-style-type: none"> <li>• Teacher talk</li> </ul> <p><u>Toddler</u></p> <p>Negative Climate:</p> <ul style="list-style-type: none"> <li>• Negative affect</li> <li>• Punitive control</li> </ul>

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	<p>Regard for Child Perspective</p> <ul style="list-style-type: none"> <li>• Child focus</li> <li>• Flexibility</li> </ul> <p>Quality of Feedback:</p> <ul style="list-style-type: none"> <li>• Encouragement and affirmation</li> </ul>
<p>Row 4. Children receive encouragement for their accomplishments (caregivers acknowledge children’s actions without praising them).</p>	<p><u>Infant</u></p> <p>Facilitative Exploration:</p> <ul style="list-style-type: none"> <li>• Involvement</li> <li>• Infant focused</li> </ul> <p><u>Toddler</u></p> <p>Quality of Feedback:</p> <ul style="list-style-type: none"> <li>• Encouragement and affirmation</li> </ul>

## Sample of Infant CLASS Crosswalk with the Infant-Toddler PQA

Teachstone Infant CLASS	HighScope Infant -Toddler PQA
<p><b>Early Language Support</b></p>	
<p><b>Teacher Talk</b></p> <ul style="list-style-type: none"> <li>• Self-talk</li> <li>• Describes classroom events</li> <li>• Verbally label objects</li> <li>• Use complete and varies sentences</li> </ul>	<p><b>II-A. The overall daily schedule is predictable yet flexible</b></p> <p>Row 3. Teachers refer children to and talk about the routine throughout the day</p> <p><b>II-D. Bodily care routines include choices for children</b></p> <p>Row 2. Throughout the day, children are alerted to bodily care before it occurs, are told what care they are in need of, and have some time to come to a stopping point, if necessary, before the care begins.</p>

	<p><b>II-E. Transitions flow smoothly from one interesting experience to the next.</b></p> <p>Row 2. Throughout the day children are told by caregivers what comes next.</p> <p><b>III-B. Children form trusting relationships with their caregivers.</b></p> <p>Row 6. Throughout the day children hear only positive comments from caregivers about themselves and others.</p> <p><b>III-C. Children interact in partnership with their caregivers.</b></p> <p>Row 3. Throughout the day children and caregivers communicate in give-and-take exchanges and conversations involving gestures, sounds, and/or words.</p> <p>Row 4. Throughout the day children hear few <i>directives</i> from caregivers, none harsh.</p> <p>Row 5. Throughout the day children hear many caregiver acknowledgements and comments directly related to their actions, interests, ideas, and feelings.</p> <p><b>III-D. Children carry out their intentions</b></p> <p>Row 3. Throughout the day children receive caregiver support for their efforts, ideas, and initiatives.</p> <p><b>III-E. Children form social relationships</b></p> <p>Row 3. Throughout the day children’s communications to other children are interpreted by a caregiver.</p>
<p><b>Communication support</b></p> <ul style="list-style-type: none"> <li>• Initiates sounds and words</li> <li>• Imitate or repeat sounds</li> </ul>	<p><b>III-C. Children interact in partnership with their caregivers.</b></p> <p>Row 3. Throughout the day children and caregivers communicate in give-and-take exchanges and conversations involving gestures, sounds, and/or words.</p> <p>Row 5. Throughout the day children hear many caregiver acknowledgements and comments directly related to their actions, interests, ideas, and feelings.</p>
<p><b>Communication extension</b></p> <ul style="list-style-type: none"> <li>• Provide words for infants’ communication</li> <li>• Expand and extend on infants’ communication</li> <li>• Model turn-taking</li> </ul>	<p><b>III-C. Children interact in partnership with their caregivers.</b></p> <p>Row 3. Throughout the day children and caregivers communicate in give-and-take exchanges and conversations involving gestures, sounds, and/or words.</p> <p>Row 5. Throughout the day children hear many caregiver acknowledgements and comments directly related to their actions, interests, ideas, and feelings.</p>

## Sample of Toddler CLASS Crosswalk with the Infant-Toddler PQA

Teachstone Toddler CLASS	HighScope Infant-Toddler PQA
<b>Language Modeling</b>	
<p><b>Supporting language use</b></p> <ul style="list-style-type: none"> <li>• Back-and-forth exchanges</li> <li>• Contingent responding</li> <li>• Open-ended questions</li> </ul>	<p><b>III-C. Children interact in partnership with their caregivers.</b></p> <p>Row 3. Throughout the day children and caregivers communicate in give-and-take exchanges and conversations involving gestures, sounds, and/or words.</p>
<p><b>Repetition and extension</b></p> <ul style="list-style-type: none"> <li>• Repeats</li> <li>• Extends/elaborates</li> </ul>	<p><b>III-C. Children interact in partnership with their caregivers.</b></p> <p>Row 3. Throughout the day children and caregivers communicate in give-and-take exchanges and conversations involving gestures, sounds, and/or words.</p>
<p><b>Self- and parallel talk</b></p> <ul style="list-style-type: none"> <li>• Describes own actions with language</li> <li>• Narrates children’s action with language</li> </ul>	<p><b>III-C. Children interact in partnership with their caregivers.</b></p> <p>Row 5. Throughout the day children hear many caregiver acknowledgements and comments directly related to their actions, interests, ideas, and feelings.</p>
<p><b>Advanced language</b></p> <ul style="list-style-type: none"> <li>• Variety of words and/or descriptive vocabulary</li> <li>• Labeling</li> <li>• Connections to familiar words and ideas</li> </ul>	<p><b>III-C. Children interact in partnership with their caregivers.</b></p> <p>Row 3. Throughout the day children and caregivers communicate in give-and-take exchanges and conversations involving gestures, sounds, and/or words.</p> <p><b>III-E. Children form social relationships</b></p> <p>Row 3. Throughout the day children’s communications to other children are interpreted by a caregiver.</p>

## IV. Key Takeaways

- The HighScope PQA and the CLASS instruments can be used to support effective teaching practices, curriculum implementation, and boost child outcomes.
- When used together, programs get a clear picture of classroom practices.
- Teachers should score similarly on the PQA and CLASS without adjusting their teaching practices.
- Observational evidence can be used to complete both instruments saving time and cost of collecting data. The crosswalk team recommends conducting CLASS observations to fidelity and utilizing noted interactions to compliment PQA observations.
- Observers would need to be well versed and reliable observers in both instruments and the crosswalks in order to accurately collect evidence that would be viable for both tools.

**Infant-Toddler Program Quality Assessment (PQA) Crosswalk With  
Infant and Toddler Classroom Assessment Scoring System (CLASS)**

I. Learning Environment

HighScope Infant-Toddler PQA	Teachstone Infant and Toddler CLASS
Items I-A., I-B., I-C., I-E., I-F.,	Not observed in CLASS
I-D. Materials for sensory exploration are plentiful an accessible (pg. 12)	
Row 1. More than half of the materials for children to see, touch, mouth...	Not observed in CLASS
Row 2. Materials for exploration and play are safe and checked regularly.	Not observed in CLASS
Row 3. Materials for exploration and play are accessible to children throughout the day.	<p><u>Infant</u></p> <p>Facilitated Exploration:</p> <ul style="list-style-type: none"> <li>• Infant focused</li> </ul> <p><u>Toddler</u></p> <p>Regard for Child Perspective:</p> <ul style="list-style-type: none"> <li>• Child focused</li> <li>• Support of independence</li> </ul>
Row 4. Throughout the day children have easy access to their personal comfort items.	<p><u>Infant</u></p> <p>Teacher Sensitivity:</p> <ul style="list-style-type: none"> <li>• Responsiveness</li> </ul> <p><u>Toddler</u></p> <p>Teacher Sensitivity:</p> <ul style="list-style-type: none"> <li>• Responsiveness</li> </ul>

Row 5. – Row 12.	Not observed in CLASS
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## II. Schedules and Routines

HighScope Infant-Toddler PQA	Teachstone Infant and Toddler CLASS
II-A. Flexible, predictable schedule (pg. 26)	
Row 1. The day is organized around regular daily events.	Not observed in CLASS
Row 2. There is a posted schedule for parents to review and a pictorial...	Not observed in CLASS
Row 3. Teachers refer children to and talk about the routine throughout the day.	<p><u>Infant</u></p> <p>Relational Climate:</p> <ul style="list-style-type: none"> <li>• Respect for infants’ state</li> </ul> <p>Early Language Support:</p> <ul style="list-style-type: none"> <li>• Teacher talk</li> </ul> <p><u>Toddler</u></p> <p>Teacher Sensitivity:</p> <ul style="list-style-type: none"> <li>• Awareness</li> <li>• Responsiveness</li> </ul>
Row 4. The daily schedule flexes throughout the day to accommodate each child’s individual needs, rhythms, and temperament.	<p><u>Infant</u></p> <p>Teacher Sensitivity:</p> <ul style="list-style-type: none"> <li>• Awareness and cue detection</li> <li>• Responsiveness</li> </ul>



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	<p><u>Toddler</u></p> <p>Teacher Sensitivity:</p> <ul style="list-style-type: none"> <li>• Awareness</li> <li>• Responsiveness</li> </ul> <p>Regard for Child Perspectives:</p> <ul style="list-style-type: none"> <li>• Flexibility</li> </ul>
<p>Row 5. Throughout the day children initiate and freely explore actions, materials, and other people.</p>	<p><u>Infant</u></p> <p>Facilitated Exploration:</p> <ul style="list-style-type: none"> <li>• Involvement</li> <li>• Infant Focused</li> <li>• Expansion of infants' experience</li> </ul> <p><u>Toddler</u></p> <p>Regard for Child Perspectives:</p> <ul style="list-style-type: none"> <li>• Child Focus</li> <li>• Flexibility</li> <li>• Support for Independence</li> </ul> <p>Facilitation of Learning and Development:</p> <ul style="list-style-type: none"> <li>• Active facilitation</li> <li>• Children's active engagement</li> </ul>
<p>II B. Comfortable arrivals/departures (pg. 30)</p>	
<p>Row 1. Children's arrivals and departures are leisurely.</p>	<p>Not observed in CLASS</p>
<p>Row 2. Children are greeted and bid good-bye in a calm, reassuring manner.</p>	<p><u>Infant</u></p> <p>Relational Climate:</p> <ul style="list-style-type: none"> <li>• Emotion expression</li> <li>• Respect for infant's state</li> </ul>

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	<p><u>Toddler</u></p> <p>Positive Climate:</p> <ul style="list-style-type: none"> <li>• Positive affect</li> <li>• Respect</li> </ul>
<p>Row 3. Children stressed during separation and reunion have their feelings acknowledged for as long as they need it.</p>	<p><u>Infant</u></p> <p>Relational Climate:</p> <ul style="list-style-type: none"> <li>• Relational behavior</li> <li>• Respect for infant’s state</li> </ul> <p>Teacher Sensitivity:</p> <ul style="list-style-type: none"> <li>• Awareness and cue detection</li> <li>• Responsiveness</li> </ul> <p><u>Toddler</u></p> <p>Teacher Sensitivity:</p> <ul style="list-style-type: none"> <li>• Awareness</li> <li>• Responsiveness</li> </ul>
<p>Row 4. Parents are greeted and bid good-bye in a calm, reassuring manner.</p>	<p>Not observed in CLASS</p>
<p>Row 5. Parents distressed during separation and reunion have their feelings...</p>	<p>Not observed in CLASS</p>
<p>II-C. Child-initiated choice times (pg. 32)</p>	
<p>Row 1. Choice or play time is always a part of the day for children...</p>	<p><u>Infant</u></p> <p>Teacher Sensitivity:</p> <ul style="list-style-type: none"> <li>• Awareness and cue detection</li> <li>• Responsiveness</li> </ul> <p>Facilitative Exploration:</p> <ul style="list-style-type: none"> <li>• Infant focused</li> </ul>

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	<p><u>Toddler</u></p> <p>Teacher Sensitivity:</p> <ul style="list-style-type: none"> <li>• Awareness</li> <li>• Responsiveness</li> </ul> <p>Regard for Child Perspective:</p> <ul style="list-style-type: none"> <li>• Child focus</li> </ul>
<p>Row 2. Children make choices and carry out their own exploration and play initiatives...:</p> <ul style="list-style-type: none"> <li>• What to explore or play with</li> <li>• How to explore or play</li> <li>• Where to explore and play</li> <li>• How to move</li> </ul>	<p><u>Infant</u></p> <p>Facilitative Exploration</p> <ul style="list-style-type: none"> <li>• Infant focused</li> </ul> <p><u>Toddler</u></p> <p>Teacher Sensitivity:</p> <ul style="list-style-type: none"> <li>• Responsiveness</li> </ul> <p>Regard for Child Perspectives:</p> <ul style="list-style-type: none"> <li>• Child focus</li> </ul> <p>Facilitative of Learning and Development</p> <ul style="list-style-type: none"> <li>• Active facilitation</li> <li>• Children’s active engagement</li> </ul>
<p>Row 3. Older toddlers converse with caregivers about their choices (plan) and talk about what they did (recall) during the day.</p>	<p><u>Toddler (only)</u></p> <p>Facilitation of Learning and Development:</p> <ul style="list-style-type: none"> <li>• Expansion of cognition</li> </ul> <p>Quality of Feedback:</p> <ul style="list-style-type: none"> <li>• Scaffolding</li> <li>• Encouragement and affirmation</li> </ul>
<p>II-D. Bodily care choices (pg. 34)</p>	
<p>Row 1. Throughout the day children actively participate and make choices during bodily care routines.</p>	<p><u>Infant</u></p> <p>Facilitative Exploration:</p> <ul style="list-style-type: none"> <li>• Involvement</li> </ul>

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	<p><u>Toddler</u></p> <p>Regard for Child Perspectives:</p> <ul style="list-style-type: none"> <li>• Child focus</li> <li>• Support of independence</li> </ul>
<p>Row 2. Throughout the day, children are alerted to bodily care before it occurs, are told what care they are in need of, and have some time to come to a stopping point, if necessary, before the care begins.</p>	<p><u>Infant</u></p> <p>Relational Climate:</p> <ul style="list-style-type: none"> <li>• Respect for infants' state</li> </ul> <p>Early Language Support:</p> <ul style="list-style-type: none"> <li>• Teacher talk</li> </ul> <p><u>Toddler</u></p> <p>Positive Climate:</p> <ul style="list-style-type: none"> <li>• Respect</li> </ul> <p>Regard for Child Perspectives:</p> <ul style="list-style-type: none"> <li>• Child focus</li> </ul>
<p>Row 3. Throughout the day children are encouraged to do things for themselves during bodily care routines.</p>	<p><u>Infant</u></p> <p>Facilitative Exploration</p> <ul style="list-style-type: none"> <li>• Involvement</li> <li>• Infant focused</li> </ul> <p><u>Toddler</u></p> <p>Regard for Child Perspectives:</p> <ul style="list-style-type: none"> <li>• Child focus</li> <li>• Support of independence</li> </ul>
<p>II-E. Smooth transitions (pg. 36)</p>	
<p>Row 1. Children make choices during transitions.</p>	<p><u>Infant</u></p> <p>Facilitative Exploration</p> <ul style="list-style-type: none"> <li>• Infant focused</li> </ul>

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	<p><u>Toddler</u></p> <p>Regard for Child Perspectives:</p> <ul style="list-style-type: none"> <li>• Child focus</li> </ul>
Row 2. Throughout the day children are told by caregivers what comes next.	<p><u>Infant</u></p> <p>Relational Climate</p> <ul style="list-style-type: none"> <li>• Respect for infants' state</li> </ul> <p>Early Language Support</p> <ul style="list-style-type: none"> <li>• Teacher talk</li> </ul> <p><u>Toddler</u></p> <p>Regard for Child Perspectives</p> <ul style="list-style-type: none"> <li>• Child focus</li> </ul>
Row 3. Children move at their own pace from one event ...to the next.	<p><u>Infant</u></p> <p>Relational Climate:</p> <ul style="list-style-type: none"> <li>• Respect for infants' state</li> </ul> <p>Facilitative Exploration:</p> <ul style="list-style-type: none"> <li>• Infant focused</li> </ul> <p><u>Toddler</u></p> <p>Regard for Child Perspectives:</p> <ul style="list-style-type: none"> <li>• Flexibility</li> </ul>
Row 4. Children clean up in their own manner/pace and receive caregivers' encouragement and support.	<p><u>Infant</u></p> <p>Relational Climate:</p> <ul style="list-style-type: none"> <li>• Respect for infants' state</li> </ul> <p>Facilitated Exploration:</p> <ul style="list-style-type: none"> <li>• Expansion of infants' experience</li> </ul> <p><u>Toddler</u></p> <p>Regard for Child Perspectives:</p> <ul style="list-style-type: none"> <li>• Flexibility</li> </ul>

# HIGHSCOPE INFANT-TODDLER PQA CROSSWALK WITH TEACHSTONE INFANT AND TODDLER CLASS

	<p>Quality of Feedback</p> <ul style="list-style-type: none"> <li>• Scaffolding</li> <li>• Encouragement and affirmation</li> </ul>
II F. Child-centered feedings/meals (pg. 38)	
Row 1. Infants drinking from a bottle are always held...and receive the caregiver’s close attention.	<p><u>Infant (only)</u></p> <p>Relational Climate</p> <ul style="list-style-type: none"> <li>• Relational behaviors</li> <li>• Emotion expression</li> </ul> <p>Facilitative Exploration:</p> <ul style="list-style-type: none"> <li>• Involvement</li> </ul>
Row 2. Parents regularly nurse or bottle-feed their children...	No observed in CLASS
Row 3. Children are always encouraged to feed themselves.	<p><u>Infant</u></p> <p>Facilitative Exploration:</p> <ul style="list-style-type: none"> <li>• Infant focused</li> </ul> <p><u>Toddler</u></p> <p>Regard for Child Perspectives:</p> <ul style="list-style-type: none"> <li>• Support for independence</li> </ul>
Row 4. Children have a choice about what and how to eat.	<p><u>Infant</u></p> <p>Facilitative Exploration:</p> <ul style="list-style-type: none"> <li>• Infant focused</li> </ul> <p><u>Toddler</u></p> <p>Regard for Child Perspectives:</p> <ul style="list-style-type: none"> <li>• Child focus</li> </ul>

# HIGHSCOPE INFANT-TODDLER PQA CROSSWALK WITH TEACHSTONE INFANT AND TODDLER CLASS

<p>Row 5. Feedings and meal times are leisurely.</p>	<p><u>Infant</u></p> <p>Facilitative Exploration:</p> <ul style="list-style-type: none"> <li>• Infant focused</li> </ul> <p><u>Toddler</u></p> <p>Regard for Child Perspectives:</p> <ul style="list-style-type: none"> <li>• Flexibility</li> </ul>
<p>Row 6. Children and caregivers show pleasure in their interactions and communications with one another while seated together...</p>	<p><u>Infant</u></p> <p>Relational Climate:</p> <ul style="list-style-type: none"> <li>• Relational behaviors</li> <li>• Emotion expression</li> <li>• Respect for infants' state</li> </ul> <p><u>Toddler</u></p> <p>Positive Climate:</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Positive affect</li> <li>• Respect</li> </ul>
<p>Row 7. Children are fed/eat when they are hungry, even when...</p>	<p><u>Infant</u></p> <p>Teacher Sensitivity:</p> <ul style="list-style-type: none"> <li>• Awareness and cue detection</li> <li>• Responsiveness</li> </ul> <p><u>Toddler</u></p> <p>Regard for Child Perspectives:</p> <ul style="list-style-type: none"> <li>• Flexibility</li> </ul> <p>Teacher Sensitivity:</p> <ul style="list-style-type: none"> <li>• Awareness</li> <li>• Responsiveness</li> </ul>

# HIGHSCOPE INFANT-TODDLER PQA CROSSWALK WITH TEACHSTONE INFANT AND TODDLER CLASS

<p>Row 8. Children participate in setup and cleanup of meals and receive support for doing so.</p>	<p><u>Infant</u></p> <p>Facilitative Exploration:</p> <ul style="list-style-type: none"> <li>• Involvement</li> <li>• Infant focused</li> </ul> <p><u>Toddler</u></p> <p>Regard for Child Perspectives:</p> <ul style="list-style-type: none"> <li>• Support for independence</li> </ul>
<p>II-G. Fluid, dynamic group times (pg.41)</p>	
<p>Row 1. For mobile infants and toddlers, group times are a regular part of the...</p>	<p>Not observed in CLASS</p>
<p>Row 2. Children make many choices during the group time:</p> <ul style="list-style-type: none"> <li>• How to explore and use materials</li> <li>• How to communicate</li> <li>• Where to sit and/or stand</li> <li>• How to move</li> <li>• What to sing</li> <li>• How to sing</li> </ul>	<p><u>Infant</u></p> <p>Facilitative Exploration:</p> <ul style="list-style-type: none"> <li>• Infant focused</li> </ul> <p><u>Toddler</u></p> <p>Regard for Child Perspectives:</p> <ul style="list-style-type: none"> <li>• Child focus</li> <li>• Support for independence</li> </ul>
<p>Row 3. All children use the materials provided in their own manner.</p>	<p><u>Infant</u></p> <p>Facilitative Exploration:</p> <ul style="list-style-type: none"> <li>• Infant focused</li> </ul> <p><u>Toddler</u></p> <p>Regard for Child Perspectives:</p> <ul style="list-style-type: none"> <li>• Child focused</li> <li>• Flexibility</li> </ul> <p>Facilitative of Learning and Development</p> <ul style="list-style-type: none"> <li>• Children’s active engagement</li> </ul>



# HIGHSCOPE INFANT-TODDLER PQA CROSSWALK WITH TEACHSTONE INFANT AND TODDLER CLASS

<p>Row 4. Children’s actions and interests determine the length of group time.</p>	<p><u>Infant</u></p> <p>Teacher sensitivity:</p> <ul style="list-style-type: none"> <li>• Awareness and cue detection</li> <li>• Responsiveness</li> </ul> <p>Facilitative Exploration:</p> <ul style="list-style-type: none"> <li>• Infant focused</li> </ul> <p><u>Toddler</u></p> <p>Teacher Sensitivity:</p> <ul style="list-style-type: none"> <li>• Awareness</li> <li>• Responsiveness</li> </ul> <p>Regard for Child Perspectives:</p> <ul style="list-style-type: none"> <li>• Flexibility</li> </ul>
<p>II-H. Nature-based outside times (pg.43)</p>	
<p>Row 1. Outside time is a part of each day for all children.</p>	<p>Not observed in CLASS</p>
<p>Row 2. Children have many choices during outside time.</p>	<p><u>Infant</u></p> <p>Facilitated Exploration:</p> <ul style="list-style-type: none"> <li>• Involvement</li> <li>• Infant focused</li> </ul> <p><u>Toddler</u></p> <p>Regard for Child Perspective:</p> <ul style="list-style-type: none"> <li>• Support for independence</li> </ul> <p>Facilitation of Learning and Development</p> <ul style="list-style-type: none"> <li>• Active Facilitation</li> </ul>
<p>Row 3. When outdoors, caregivers encourage children to explore natural and play materials with all of their senses.</p>	<p><u>Infant</u></p> <p>Facilitated Exploration:</p> <ul style="list-style-type: none"> <li>• Involvement</li> </ul>

# HIGHSCOPE INFANT-TODDLER PQA CROSSWALK WITH TEACHSTONE INFANT AND TODDLER CLASS

	<ul style="list-style-type: none"> <li>• Infant focused</li> </ul> <p><u>Toddler</u></p> <p>Regard for Child Perspective:</p> <ul style="list-style-type: none"> <li>• Support for independence</li> </ul> <p>Facilitation of Learning and Development</p> <ul style="list-style-type: none"> <li>• Active Facilitation</li> <li>• Children’s active engagement</li> </ul>
Row 4. When outdoors, children interact and play with caregivers.	<p><u>Infant</u></p> <p>Facilitated Exploration:</p> <ul style="list-style-type: none"> <li>• Involvement</li> <li>• Infant focused</li> </ul> <p><u>Toddler</u></p> <p>Facilitation of Learning and Development</p> <ul style="list-style-type: none"> <li>• Active Facilitation</li> <li>• Children’s active engagement</li> </ul>
Row 5. Nonmobile and mobile infants spend little or none of their outside time in playpens, carriages, strollers, swings, or wagons.	<p><u>Infant</u></p> <p>Facilitated Exploration:</p> <ul style="list-style-type: none"> <li>• Involvement</li> <li>• Infant focused</li> </ul>
II-I. Individualized naptimes (pg. 46)	
Row 1. Children nap or rest when they are tired, even when this occurs...	<p><u>Infant</u></p> <p>Teacher Sensitivity:</p> <ul style="list-style-type: none"> <li>• Awareness and cue detection</li> <li>• Responsiveness</li> </ul> <p><u>Toddler</u></p> <p>Teacher Sensitivity:</p> <ul style="list-style-type: none"> <li>• Awareness</li> </ul>

# HIGHSCOPE INFANT-TODDLER PQA CROSSWALK WITH TEACHSTONE INFANT AND TODDLER CLASS

	<ul style="list-style-type: none"> <li>• Responsiveness</li> </ul> Regard for Child Perspective: <ul style="list-style-type: none"> <li>• Flexibility</li> </ul>
Row 2. Sleeping children hear soft music or no music.	Not observed in CLASS
Row 3. Nonmobile and mobile infants are taken out of their cribs, greeted, cuddled, and changed as soon as they are fully awake.	<u>Infant (only)</u> Relational Climate: <ul style="list-style-type: none"> <li>• Relational behaviors</li> <li>• Emotion expression</li> <li>• Respect for infants' state</li> </ul> Teacher Sensitivity: <ul style="list-style-type: none"> <li>• Awareness and cue detection</li> <li>• Responsiveness</li> </ul>
Row 4. During naptime nonsleeping children play on their cots/mats...	<u>Toddler (only)</u> Regard for Child Perspectives: <ul style="list-style-type: none"> <li>• Child focus</li> </ul>

## III. Adult-Child Interactions

HighScope Infant-Toddler PQA	Teachstone Infant and Toddler CLASS
III-A. Long-term adult-child relationships (pg. 49)	Not observed in CLASS
III-B. Child-adult trust (pg. 51)	

<p>Row 1. Throughout the day children are touched, held, and spoken to in a warm, attentive, leisurely manner.</p>	<p><u>Infant</u></p> <p>Relational Climate:</p> <ul style="list-style-type: none"> <li>• Relational Behaviors</li> <li>• Respect for infant’s state</li> <li>• Lack of adult negativity</li> </ul> <p>Teacher Sensitivity:</p> <ul style="list-style-type: none"> <li>• Awareness and cue detection</li> <li>• Responsiveness</li> </ul> <p><u>Toddler</u></p> <p>Positive Climate:</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Positive affect</li> <li>• Respect</li> </ul> <p>Negative Climate:</p> <ul style="list-style-type: none"> <li>• Negative affect</li> </ul> <p>Teacher Sensitivity:</p> <ul style="list-style-type: none"> <li>• Awareness</li> <li>• Responsiveness</li> </ul>
<p>Row 2. Throughout the day children show pleasure in their interactions with caregivers.</p>	<p><u>Infant</u></p> <p>Relational Climate:</p> <ul style="list-style-type: none"> <li>• Emotion expression</li> <li>• Respect for infant’s state</li> </ul> <p><u>Toddler</u></p> <p>Positive Climate:</p> <ul style="list-style-type: none"> <li>• Positive affect</li> </ul> <p>Teacher Sensitivity:</p> <ul style="list-style-type: none"> <li>• Child comfort</li> </ul>

# HIGHSCOPE INFANT-TODDLER PQA CROSSWALK WITH TEACHSTONE INFANT AND TODDLER CLASS

<p>Row 3. Throughout the day children receive caregiver attention when they demand, signal, or request it, and when they pause in exploration and play.</p>	<p><u>Infant</u></p> <p>Teacher Sensitivity:</p> <ul style="list-style-type: none"> <li>• Awareness cue detection</li> <li>• Responsiveness</li> <li>• Infant comfort</li> </ul> <p><u>Toddler</u></p> <p>Teacher Sensitivity:</p> <ul style="list-style-type: none"> <li>• Awareness</li> <li>• Responsiveness</li> <li>• Child comfort</li> </ul>
<p>Row 4. Throughout the day children initiate interactions with caregivers.</p>	<p><u>Infant</u></p> <p>Relational Climate:</p> <ul style="list-style-type: none"> <li>• Relational behaviors</li> </ul> <p>Teacher Sensitivity:</p> <ul style="list-style-type: none"> <li>• Infant comfort</li> </ul> <p><u>Toddler</u></p> <p>Positive Climate:</p> <ul style="list-style-type: none"> <li>• Relationships</li> </ul> <p>Teacher Sensitivity:</p> <ul style="list-style-type: none"> <li>• Child comfort</li> </ul>
<p>Row 5. Throughout the day children and caregivers interact at the children’s pace.</p>	<p><u>Infant</u></p> <p>Teacher Sensitivity:</p> <ul style="list-style-type: none"> <li>• Awareness cue detection</li> <li>• Responsiveness</li> </ul> <p>Facilitated Exploration:</p> <ul style="list-style-type: none"> <li>• Infant focused</li> </ul>

	<p><u>Toddler</u></p> <p>Teacher Sensitivity:</p> <ul style="list-style-type: none"> <li>• Responsiveness</li> </ul> <p>Regard for Child Perspective:</p> <ul style="list-style-type: none"> <li>• Child focus</li> <li>• Flexibility</li> <li>• Support for independence</li> </ul>
<p>Row 6. Throughout the day children hear only positive comments from caregivers about themselves and others.</p>	<p><u>Infant</u></p> <p>Relational Climate:</p> <ul style="list-style-type: none"> <li>• Respect for infants' state</li> <li>• Lack of adult negativity</li> </ul> <p>Early Language Support:</p> <ul style="list-style-type: none"> <li>• Teacher talk</li> </ul> <p><u>Toddler</u></p> <p>Positive Climate:</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Positive affect</li> <li>• Respect</li> </ul> <p>Negative Climate:</p> <ul style="list-style-type: none"> <li>• Negative affect</li> <li>• Teacher negativity</li> </ul> <p>Quality of Feedback:</p> <ul style="list-style-type: none"> <li>• Encouragement and affirmation</li> </ul>
<p>III-C. Child-adult partnerships (pg. 54)</p>	
<p>Row 1. Throughout the day children explore or play at their physical level with caregivers.</p>	<p><u>Infant</u></p> <p>Relational Climate:</p> <ul style="list-style-type: none"> <li>• Relational behaviors</li> </ul>

	<p>Facilitated Exploration:</p> <ul style="list-style-type: none"> <li>• Involvement</li> </ul> <p><u>Toddler</u></p> <p>Positive Climate:</p> <ul style="list-style-type: none"> <li>• Relationships</li> </ul> <p>Facilitation of Learning and Development</p> <ul style="list-style-type: none"> <li>• Active facilitation</li> </ul>
<p>Row 2. Throughout the day children play or explore near caregivers who watch and listen to them.</p>	<p><u>Infant</u></p> <p>Teacher Sensitivity:</p> <ul style="list-style-type: none"> <li>• Awareness cue detection</li> <li>• Responsiveness</li> </ul> <p>Facilitated Exploration:</p> <ul style="list-style-type: none"> <li>• Involvement</li> <li>• Infant focused</li> </ul> <p><u>Toddler</u></p> <p>Teacher Sensitivity:</p> <ul style="list-style-type: none"> <li>• Awareness</li> <li>• Responsiveness</li> </ul> <p>Facilitation of Learning and Development</p> <ul style="list-style-type: none"> <li>• Active facilitation</li> </ul>
<p>Row 3. Throughout the day children and caregivers communicate in give-and-take exchanges and conversations involving gestures, sounds, and/or words.</p>	<p><u>Infant</u></p> <p>Teacher Sensitivity:</p> <ul style="list-style-type: none"> <li>• Awareness cue detection</li> <li>• Responsiveness</li> </ul> <p>Early Language Support:</p> <ul style="list-style-type: none"> <li>• Teacher talk</li> <li>• Communication support</li> <li>• Communication extension</li> </ul>

	<p><u>Toddler</u></p> <p>Teacher Sensitivity:</p> <ul style="list-style-type: none"> <li>• Awareness</li> <li>• Responsiveness</li> </ul> <p>Language Modeling:</p> <ul style="list-style-type: none"> <li>• Supporting language use</li> <li>• Repetition and extension</li> <li>• Advanced language</li> </ul>
<p>Row 4. Throughout the day children hear few <i>directives</i> from caregivers, none harsh.</p>	<p><u>Infant</u></p> <p>Relational Climate:</p> <ul style="list-style-type: none"> <li>• Respect for infants’ state</li> <li>• Lack of adult negativity</li> </ul> <p>Teacher Sensitivity:</p> <ul style="list-style-type: none"> <li>• Awareness cue detection</li> <li>• Responsiveness</li> </ul> <p>Early Language Support:</p> <ul style="list-style-type: none"> <li>• Teacher talk</li> </ul> <p><u>Toddler</u></p> <p>Positive Climate:</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Respect</li> </ul> <p>Negative Climate:</p> <ul style="list-style-type: none"> <li>• Negative affect</li> <li>• Punitive control</li> </ul> <p>Teacher Sensitivity:</p> <ul style="list-style-type: none"> <li>• Awareness</li> <li>• Responsiveness</li> </ul> <p>Behavior Guidance:</p> <ul style="list-style-type: none"> <li>• Proactive</li> <li>• Supporting positive behavior</li> </ul>



<p>Row 5. Throughout the day children hear many caregiver acknowledgements and comments directly related to their actions, interests, ideas, and feelings.</p>	<p><u>Infant</u></p> <p>Facilitative Exploration:</p> <ul style="list-style-type: none"> <li>• Expansion of infants’ experience</li> </ul> <p>Early Language Support:</p> <ul style="list-style-type: none"> <li>• Teacher talk</li> <li>• Communication support</li> <li>• Communication extension</li> </ul> <p><u>Toddler</u></p> <p>Positive Climate:</p> <ul style="list-style-type: none"> <li>• Positive affect</li> </ul> <p>Quality of Feedback:</p> <ul style="list-style-type: none"> <li>• Providing information</li> <li>• Encouragement and affirmation</li> </ul> <p>Language Modeling:</p> <ul style="list-style-type: none"> <li>• Self- and parallel talk</li> </ul>
<p>III-D. Children’s intentions (pg. 57)</p>	
<p>Row 1. Throughout the day children are encouraged to pursue their interests and initiatives and solve problems.</p>	<p><u>Infant</u></p> <p>Teacher Sensitivity:</p> <ul style="list-style-type: none"> <li>• Awareness and cue detection</li> <li>• Responsiveness</li> </ul> <p>Facilitative Exploration:</p> <ul style="list-style-type: none"> <li>• Involvement</li> <li>• Infant focused</li> <li>• Expansion of infants’ experience</li> </ul> <p><u>Toddler</u></p> <p>Teacher Sensitivity:</p> <ul style="list-style-type: none"> <li>• Awareness</li> <li>• Responsiveness</li> </ul>

	<p>Regard for Child Perspective:</p> <ul style="list-style-type: none"> <li>• Child focus</li> <li>• Flexibility</li> <li>• Support for independence</li> </ul> <p>Facilitation of Learning and Development:</p> <ul style="list-style-type: none"> <li>• Children’s active engagement</li> </ul> <p>Quality of Feedback</p> <ul style="list-style-type: none"> <li>• Scaffolding</li> </ul>
<p>Row 2. Throughout the day children do things they can do and or wish to do themselves.</p>	<p><u>Infant</u></p> <p>Facilitative Exploration:</p> <ul style="list-style-type: none"> <li>• Involvement</li> <li>• Infant focused</li> <li>• Expansion of infants’ experience</li> </ul> <p><u>Toddler</u></p> <p>Regard for Child Perspective:</p> <ul style="list-style-type: none"> <li>• Child focus</li> <li>• Flexibility</li> <li>• Support for independence</li> </ul> <p>Facilitation of Learning and Development:</p> <ul style="list-style-type: none"> <li>• Children’s active engagement</li> </ul>
<p>Row 3. Throughout the day children receive caregiver support for their efforts, ideas, and initiatives.</p>	<p><u>Infant</u></p> <p>Facilitative Exploration:</p> <ul style="list-style-type: none"> <li>• Involvement</li> <li>• Infant focused</li> <li>• Expansion of infants’ experience</li> </ul> <p>Early Language Support:</p> <ul style="list-style-type: none"> <li>• Teacher talk</li> </ul> <p><u>Toddler</u></p> <p>Negative Climate:</p>

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	<ul style="list-style-type: none"> <li>Negative affect</li> <li>Punitive control</li> </ul> <p>Regard for Child Perspective</p> <ul style="list-style-type: none"> <li>Child focus</li> <li>Flexibility</li> </ul> <p>Quality of Feedback:</p> <ul style="list-style-type: none"> <li>Encouragement and affirmation</li> </ul>
Row 4. Children receive encouragement for their accomplishments (caregivers acknowledge children’s actions without praising them).	<p><u>Infant</u></p> <p>Facilitative Exploration:</p> <ul style="list-style-type: none"> <li>Involvement</li> <li>Infant focused</li> </ul> <p><u>Toddler</u></p> <p>Quality of Feedback:</p> <ul style="list-style-type: none"> <li>Encouragement and affirmation</li> </ul>
III-E. Children’s social relationships (pg. 59)	
Row 1. Throughout the day nonmobile children watch and/or communicate with other children.	<p><u>Infant (only)</u></p> <p>Facilitated Exploration:</p> <ul style="list-style-type: none"> <li>Involvement</li> <li>Infant focused</li> <li>Expansion of infants’ experience</li> </ul>
Row 2. Throughout the day caregivers encourage children to interact with other children in a friendly, interested manner.	<p><u>Infant</u></p> <p>Relational Climate:</p> <ul style="list-style-type: none"> <li>Relational behaviors</li> </ul> <p>Facilitated Exploration:</p> <ul style="list-style-type: none"> <li>Involvement</li> <li>Infant focused</li> <li>Expansion of infants’ experience</li> </ul>

	<p><u>Toddler</u></p> <p>Positive Climate:</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Positive affect</li> </ul> <p>Regard for Child Perspectives:</p> <ul style="list-style-type: none"> <li>• Support of independence</li> </ul>
<p>Row 3. Throughout the day children’s communications to other children are interpreted by a caregiver.</p>	<p><u>Infant</u></p> <p>Facilitated Exploration:</p> <ul style="list-style-type: none"> <li>• Infant focused</li> </ul> <p>Early Language Support</p> <ul style="list-style-type: none"> <li>• Teacher talk</li> </ul> <p><u>Toddler</u></p> <p>Positive Climate:</p> <ul style="list-style-type: none"> <li>• Relationships</li> </ul> <p>Regard for Child Perspectives:</p> <ul style="list-style-type: none"> <li>• Support of independence</li> </ul> <p>Language Modeling:</p> <ul style="list-style-type: none"> <li>• Advanced language</li> </ul>
<p>Row 4. Throughout the day children explore, play alongside or, play with, and/or show preferences for other children.</p>	<p><u>Infant</u></p> <p>Facilitated Exploration:</p> <ul style="list-style-type: none"> <li>• Involvement</li> <li>• Expansion of infants’ experience</li> </ul> <p><u>Toddler</u></p> <p>Positive Climate:</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Positive affect</li> </ul> <p>Regard for Child Perspectives:</p> <ul style="list-style-type: none"> <li>• Support of independence</li> </ul>

<p>III-F. Children’s conflict resolution (pg. 63)</p>	
<p><b>For Older infants and toddlers</b></p> <p>Row 1. Each child involved in a conflict receives the positive attention of a caregiver who approaches children calmly and is ready to help if needed.</p> <ul style="list-style-type: none"> <li>At the start of conflict...stop hurtful actions remaining calm.</li> </ul>	<p><u>Toddler (Only)</u></p> <p>Teacher Sensitivity:</p> <ul style="list-style-type: none"> <li>Awareness</li> <li>Responsive</li> <li>Child comfort</li> </ul> <p>Behavior Guidance:</p> <ul style="list-style-type: none"> <li>Proactive</li> <li>Supportive positive behavior</li> </ul>
<p>Row 2. After approaching children in conflict calmly, caregivers help children resolve the problem by giving positive and respectful support to each child:</p> <ul style="list-style-type: none"> <li>Caregivers acknowledge children’s feelings...</li> <li>Caregivers help nonverbal children communicate...</li> <li>For older infants, caregivers offer duplicate or similar materials...</li> </ul>	<p><u>Toddler (Only)</u></p> <p>Negative Climate:</p> <ul style="list-style-type: none"> <li>Negative affect</li> <li>Punitive control</li> <li>Teacher negativity</li> </ul> <p>Teacher Sensitivity:</p> <ul style="list-style-type: none"> <li>Awareness</li> <li>Responsive</li> <li>Child comfort</li> </ul> <p>Regard for Child Perspective:</p> <ul style="list-style-type: none"> <li>Support for independence</li> </ul> <p>Behavior Guidance:</p> <ul style="list-style-type: none"> <li>Proactive</li> <li>Supportive positive behavior</li> </ul>
<p><b>Toddlers aged 18-36</b></p> <p>Row 3. With caregivers’ encouragement, each child in a conflict participates in identifying the problem:</p> <ul style="list-style-type: none"> <li>Children communicate what the problem is...</li> </ul>	<p><u>Toddler</u></p> <p>Regard for Child Perspective:</p> <ul style="list-style-type: none"> <li>Support for independence</li> </ul>

<ul style="list-style-type: none"> <li>• Children affirm or correct the caregiver...</li> </ul>	Behavior Guidance: <ul style="list-style-type: none"> <li>• Proactive</li> <li>• Supportive positive behavior</li> </ul>
<p><b>Toddlers aged 18-36</b></p> <p>Row 4. Caregivers encourage each child in a conflict to participate in finding and choosing a solution for a problem:</p> <ul style="list-style-type: none"> <li>• Children generate ideas for solutions and choose one...</li> <li>• Children receive follow-up caregiver support...</li> </ul>	<p><u>Toddler</u></p> <p>Regard for Child Perspective:</p> <ul style="list-style-type: none"> <li>• Support for independence</li> </ul> <p>Behavior Guidance:</p> <ul style="list-style-type: none"> <li>• Proactive</li> <li>• Supportive positive behavior</li> </ul>

References:

Hamre, B.K., La Paro, K.M., Pianta, R.C., LoCasale-Crouch, J. (2014). *Classroom assessment scoring system (CLASS) manual, infant*. Baltimore, MD: Paul H. Brookes Pub.

Hohmann, M, Lockhart, S. and Montie, J. (2013). *PQA: Infant-toddler program quality assessment: Form A-observation items*. Ypsilanti, MI: HighScope Press.

La Paro, K.M., Hamre, B.K., Pianta, R.C. (2012). *Classroom assessment scoring system (CLASS) manual, toddler*. Baltimore, MD: Paul H. Brookes Pub.

**Infant and Toddler Classroom Assessment Scoring System (CLASS) Crosswalk with  
the Infant-Toddler Program Quality Assessment (PQA)**

Infant CLASS

I. Responsive Caregiving Domain

Relational Climate	
Infant CLASS	Infant-Toddler PQA
<p><b>Relational Behaviors</b></p> <ul style="list-style-type: none"> <li>• Proximity</li> <li>• Eye contact</li> <li>• Joint attention</li> <li>• Affection</li> </ul>	<p>II-B. Arrivals and departures focus on the comfort of the children and parents: Row 3</p> <p>II-F. Feedings and mealtimes are child centered and leisurely: Row 1, Row 6</p> <p>II-I. Naptimes accommodate children’s individual needs for sleep and rest: Row 3</p> <p>III-B. Children form trusting relationships with their caregivers: Row 1, Row 4</p> <p>III-C. Children interact in partnership with their caregivers: Row 1</p> <p>III-E. Children form social relationships: Row 2</p>
<p><b>Emotion expression</b></p> <ul style="list-style-type: none"> <li>• Smiling</li> <li>• Laughing</li> <li>• Enthusiasm</li> </ul>	<p>II-B. Arrivals and departures focus on the comfort of the children and parents: Row 2</p> <p>II-F. Feedings and mealtimes are child centered and leisurely: Row 1, Row 6</p> <p>II-I. Naptimes accommodate children’s individual needs for sleep and rest: Row 3</p> <p>III-B. Children form trusting relationships with their caregivers: Row 2</p>
<p><b>Respect for infant’s state</b></p> <ul style="list-style-type: none"> <li>• Calm voice</li> <li>• Gentle approach</li> <li>• Communication of intentions, transitions, or changes</li> <li>• Respectful language</li> </ul>	<p>II-A. The overall daily schedule is predictable yet flexible: Row 3</p> <p>II-B. Arrivals and departures focus on the comfort of the children and parents: Row 2, Row 3</p> <p>II-D. Bodily care routines include choices for children: Row 2</p> <p>II-E. Transitions flow smoothly from one interesting experience to the next: Row 2, Row 3, Row 4</p> <p>II-F. Feedings and mealtimes are child centered and leisurely: Row 6</p> <p>II-I. Naptimes accommodate children’s individual needs for sleep and rest: Row 3</p>



# HIGHSCOPE INFANT-TODDLER PQA CROSSWALK WITH TEACHSTONE INFANT AND TODDLER CLASS

	<p>III-B. Children form trusting relationships with their caregivers: Row 1, Row 2, Row 6</p> <p>III-C. Children interact in partnership with their caregivers: Row 4</p>
<p><b>Lack of Adult Negativity</b></p> <ul style="list-style-type: none"> <li>• Lack of irritation/frustration</li> <li>• Lack of verbal harshness</li> <li>• Lack of rough handling</li> <li>• Lack of negative comments</li> </ul>	<p>III-B. Children form trusting relationships with their caregivers: Row 1, Row 6</p> <p>III-C. Children interact in partnership with their caregivers: Row 4</p>

Teacher Sensitivity	
Infant CLASS	Infant-Toddler PQA
<p><b>Awareness and cue detection</b></p> <ul style="list-style-type: none"> <li>• Visually scan</li> <li>• Attend physically</li> <li>• Acknowledge verbally and/or physically</li> </ul>	<p>II-A. The overall daily schedule is predictable yet flexible: Row 4</p> <p>II-B. Arrivals and departures focus on the comfort of the children and parents: Row 3</p> <p>II-C. Choice times (play times, awake times) focus on child-initiated exploration and play: Row 1</p> <p>II-F. Feedings and mealtimes are child centered and leisurely: Row 7</p> <p>II-G. Group times for mobile infants and toddlers are fluid and dynamic and focus on children’s actions, ideas, and interests: Row 4</p> <p>II-I. Naptimes accommodate children’s individual needs for sleep and rest: Row 1, Row 3</p> <p>III-B. Children form trusting relationships with their caregivers: Row 1, Row 3, Row 5</p> <p>III-C. Children interact in partnership with their caregivers: Row 2, Row 3, Row 4</p> <p>III-D. Children carry out their intentions: Row 1</p>
<p><b>Responsiveness</b></p> <ul style="list-style-type: none"> <li>• Responds to infants’ emotions and needs</li> </ul>	<p>I-D. Materials for sensory exploration are plentiful and accessible: Row 4</p> <p>II-A. The overall daily schedule is predictable yet flexible: Row 4</p>

# HIGHSCOPE INFANT-TODDLER PQA CROSSWALK WITH TEACHSTONE INFANT AND TODDLER CLASS

<ul style="list-style-type: none"> <li>Adjusts actions based on individual needs of the infants</li> </ul>	<p>II-B. Arrivals and departures focus on the comfort of the children and parents: Row 3</p> <p>II-C. Choice times (play times, awake times) focus on child-initiated exploration and play: Row 1</p> <p>II-F. Feedings and mealtimes are child centered and leisurely: Row 7</p> <p>II-G. Group times for mobile infants and toddlers are fluid and dynamic and focus on children’s actions, ideas, and interests: Row 4</p> <p>II-I. Naptimes accommodate children’s individual needs for sleep and rest: Row 1, Row 3</p> <p>III-B. Children form trusting relationships with their caregivers: Row 1, Row 3, Row 5</p> <p>III-C. Children interact in partnership with their caregivers: Row 2, Row 3, Row 4</p> <p>III-D. Children carry out their intentions: Row 1</p>
<p><b>Infant comfort</b></p> <ul style="list-style-type: none"> <li>Infants are comfortable or content when teachers are present</li> <li>Infants seek out teachers</li> <li>Infants soothed or calmed by teachers’ efforts</li> </ul>	<p>III-B. Children form trusting relationships with their caregivers: Row 3, Row 4</p> <p>II-B. Arrivals and departures focus on the comfort of children and parents: Row 2.</p>

Facilitated Exploration	
Infant CLASS	Infant-Toddler PQA
<p><b>Involvement</b></p> <ul style="list-style-type: none"> <li>Initiates interactions</li> <li>Join in experiences</li> <li>Mirror behavior</li> </ul>	<p>II-A. The overall daily schedule is predictable yet flexible: Row 5</p> <p>II-D. Bodily care routines include choices for children: Row 1, Row 3</p> <p>II-F. Feedings and mealtimes are child centered and leisurely: Row 1, Row 8</p> <p>II-H. Outside times provide nature based sensory-motor learning opportunities: Row 2, Row 3, Row 4, Row 5</p>

# HIGHSCOPE INFANT-TODDLER PQA CROSSWALK WITH TEACHSTONE INFANT AND TODDLER CLASS

	<p>III-C. Children interact in partnership with their caregivers: Row 1, Row 2</p> <p>III-D. Children carry out their intentions: Row 1, Row 2, Row 3, Row 4</p> <p>III-E. Children form social relationships: Row 1, Row 2, Row 4</p>
<p><b>Infant focused</b></p> <ul style="list-style-type: none"> <li>• Follow infants’ leads</li> <li>• Allows infants choice</li> <li>• Support exploration</li> </ul>	<p>I-D. Materials for sensory exploration are plentiful an accessible: Row 3</p> <p>II-A. The overall daily schedule is predictable yet flexible: Row 5</p> <p>II-C. Choice times (play times, awake times) focus on child-initiated exploration and play: Row 1, Row 2</p> <p>II-D. Bodily care routines include choices for children: Row 3</p> <p>II-E. Transitions flow smoothly from one interesting experience to the next: Row 1, Row 3.</p> <p>II-F. Feedings and mealtimes are child centered and leisurely: Row 3, Row 4, Row 5, Row 8</p> <p>II-G. Group times for mobile infants and toddlers are fluid and dynamic and focus on children’s actions, ideas, and interests: Row 2, Row 3, Row 4</p> <p>II-H. Outside times provide nature based sensory-motor learning opportunities: Row 2, Row 3, Row 4, Row 5</p> <p>III-B. Children form trusting relationships with their caregivers: Row 5</p> <p>III-C. Children interact in partnership with their caregivers: Row 2</p> <p>III-D. Children carry out their intentions: Row 1, Row 2, Row 3, Row 4</p> <p>III-E. Children form social relationships: Row 1, Row 2, Row 3</p>
<p><b>Expansion of infants’ experience</b></p> <ul style="list-style-type: none"> <li>• Encourage behavior</li> <li>• Vary intonation</li> <li>• Adjust experiences</li> </ul>	<p>II-A. The overall daily schedule is predictable yet flexible: Row 5</p> <p>II-E. Transitions flow smoothly from one interesting experience to the next: Row 4</p> <p>III-C. Children interact in partnership with their caregivers: Row 5</p> <p>III-D. Children carry out their intentions: Row 1, Row 2, Row 3</p> <p>III-E. Children form social relationships: Row 1, Row 2, Row 4</p>

Early Language Support	
Infant CLASS	Infant-Toddler PQA
<p><b>Teacher Talk</b></p> <ul style="list-style-type: none"> <li>• Self-talk</li> <li>• Describes classroom events</li> <li>• Verbally label objects</li> <li>• Use complete and varies sentences</li> </ul>	<p>II-A. The overall daily schedule is predictable yet flexible: Row 3</p> <p>II-D. Bodily care routines include choices for children: Row 2</p> <p>II-E. Transitions flow smoothly from one interesting experience to the next: Row 2</p> <p>III-B. Children form trusting relationships with their caregivers: Row 6</p> <p>III-C. Children interact in partnership with their caregivers: Row 3, Row 4, Row 5</p> <p>III-D. Children carry out their intentions: Row 3</p> <p>III-E. Children form social relationships: Row 3</p>
<p><b>Communication support</b></p> <ul style="list-style-type: none"> <li>• Initiates sounds and words</li> <li>• Imitate or repeat sounds</li> </ul>	<p>III-C. Children interact in partnership with their caregivers: Row 3, Row 5</p>
<p><b>Communication extension</b></p> <ul style="list-style-type: none"> <li>• Provide words for infants' communication</li> <li>• Expand and extend on infants' communication</li> <li>• Model turn-taking</li> </ul>	<p>III-C. Children interact in partnership with their caregivers: Row 3, Row 5</p>

Toddler CLASS

I. Emotional Support Domain

Positive Climate	
Toddler CLASS	Infant-Toddler PQA
<p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>Physical proximity</li> <li>Matched positive affect</li> <li>Reciprocal interactions</li> <li>Peer connections</li> </ul>	<p>II-F. Feedings and mealtimes are child centered and leisurely: Row 6</p> <p>III-B. Children form trusting relationships with their caregivers: Row 1, Row 4, Row 6</p> <p>III-C. Children interact in partnership with their caregivers: Row 1, Row 4</p> <p>III-E. Children form social relationships: Row 2, Row 3, Row 4</p>
<p><b>Positive affect</b></p> <ul style="list-style-type: none"> <li>Smiling, laughter</li> <li>Enthusiasm</li> <li>Verbal or physical affection</li> </ul>	<p>II-B. Arrivals and departures focus on the comfort of the children and parents: Row 2</p> <p>II-F. Feedings and mealtimes are child centered and leisurely: Row 6</p> <p>III-B. Children form trusting relationships with their caregivers: Row 1, Row 2, Row 6</p> <p>III-C. Children interact in partnership with their caregivers: Row 5</p> <p>III-E. Children form social relationships: Row 2, Row 3, Row 4.</p>
<p><b>Respect</b></p> <ul style="list-style-type: none"> <li>Warm, calm voice</li> <li>Respectful language and communication</li> <li>Eye contact</li> <li>Body orientation</li> </ul>	<p>II-B. Arrivals and departures focus on the comfort of the children and parents: Row 2</p> <p>II-D. Bodily care routines include choices for children: Row 2</p> <p>II-F. Feedings and mealtimes are child centered and leisurely: Row 6</p> <p>III-B. Children form trusting relationships with their caregivers: Row 1, Row 6</p> <p>III-C. Children interact in partnership with their caregivers: Row 4</p>

# HIGHSCOPE INFANT-TODDLER PQA CROSSWALK WITH TEACHSTONE INFANT AND TODDLER CLASS

Negative Climate	
Toddler CLASS	Infant-Toddler PQA
<p><b>Negative affect</b></p> <ul style="list-style-type: none"> <li>• Irritability</li> <li>• Anger</li> <li>• Harsh voice</li> </ul>	<p>III-B. Children form trusting relationships with their caregivers: Row 1, Row 6</p> <p>III-C. Children interact in partnership with their caregivers: Row 4</p> <p>III-D. Children carry out their intentions: Row 3</p> <p>III-F. Older infants and toddler participate in resolving conflicts: Row 2</p>
<p><b>Punitive control</b></p> <ul style="list-style-type: none"> <li>• Yelling</li> <li>• Threats</li> <li>• Physical actions/punishment</li> </ul>	<p>III-C. Children interact in partnership with their caregivers: Row 4</p> <p>III-D. Children carry out their intentions: Row 3</p> <p>III-F. Older infants and toddler participate in resolving conflicts: Row 2</p>
<p><b>Teacher negativity</b></p> <ul style="list-style-type: none"> <li>• Sarcastic voice/statement</li> <li>• Teasing</li> <li>• Humiliation</li> </ul>	<p>III-B. Children form trusting relationships with their caregivers: Row 6</p> <p>III-F. Older infants and toddler participate in resolving conflicts: Row 2</p>
<p><b>Child negativity</b></p> <ul style="list-style-type: none"> <li>• Peer disputes</li> <li>• Escalating frustration</li> <li>• Escalating negativity</li> </ul>	<p>Not observed in PQA</p>

# HIGHSCOPE INFANT-TODDLER PQA CROSSWALK WITH TEACHSTONE INFANT AND TODDLER CLASS

Teacher Sensitivity	
Toddler CLASS	Infant-Toddler PQA
<p><b>Awareness</b></p> <ul style="list-style-type: none"> <li>• Is attentive to children throughout the classroom</li> <li>• Notices difficulties or children who are upset</li> </ul>	<p>II-A. The overall daily schedule is predictable yet flexible: Row 3, Row 4</p> <p>II-B. Arrivals and departures focus on the comfort of the children and parents: Row 3</p> <p>II-C. Choice times (play times, awake times) focus on child-initiated exploration and play: Row 1</p> <p>II-F. Feedings and mealtimes are child centered and leisurely: Row 7</p> <p>II-G. Group times for mobile infants and toddlers are fluid and dynamic and focus on children’s actions, ideas, and interests: Row 4</p> <p>II-I. Naptimes accommodate children’s individual needs for sleep and rest: Row 1</p> <p>III-B. Children form trusting relationships with their caregivers: Row 1, Row 3</p> <p>III-C. Children interact in partnership with their caregivers: Row 2, Row 3, Row 4</p> <p>III-D. Children carry out their intentions: Row 1</p> <p>III-F. Older infants and toddlers participate in resolving conflicts: Row 1, Row 2</p>
<p><b>Responsiveness</b></p> <ul style="list-style-type: none"> <li>• Responds to children’s bids for attention</li> <li>• Acknowledges and accepts emotions</li> <li>• Provides comfort</li> </ul>	<p>I-D. Materials for sensory exploration are plentiful and accessible: Row 4</p> <p>II-A. The overall daily schedule is predictable yet flexible: Row 3, Row 4</p> <p>II-B. Arrivals and departures focus on the comfort of the children and parents: Row 3</p> <p>II-C. Choice times (play times, awake times) focus on child-initiated exploration and play: Row 1, Row 2</p> <p>II-F. Feedings and mealtimes are child centered and leisurely: Row 7</p> <p>II-G. Group times for mobile infants and toddlers are fluid and dynamic and focus on children’s actions, ideas, and interests: Row 4</p> <p>II-I. Naptimes accommodate children’s individual needs for sleep and rest: Row 1</p> <p>III-B. Children form trusting relationships with their caregivers: Row 1, Row 3, Row 5</p> <p>III-C. Children interact in partnership with their caregivers: Row 2, Row 3, Row 4</p>

# HIGHSCOPE INFANT-TODDLER PQA CROSSWALK WITH TEACHSTONE INFANT AND TODDLER CLASS

	<p>III-D. Children carry out their intentions: Row 1</p> <p>III-F. Older infants and toddlers participate in resolving conflicts: Row 1, Row 2</p>
<p><b>Child comfort</b></p> <ul style="list-style-type: none"> <li>• Freely approaches and participates</li> <li>• Seeks support</li> <li>• Genuine problem resolution</li> </ul>	<p>III-B. Children form trusting relationships with their caregivers: Row 2, Row 3, Row 4</p> <p>III-F. Older infants and toddlers participate in resolving conflicts: Row 1, Row 2</p>

Regard for Child Perspectives	
Toddler CLASS	Infant-Toddler PQA
<p><b>Child Focus</b></p> <ul style="list-style-type: none"> <li>• Follows children’s leads</li> <li>• Provides choices</li> <li>• Elicits children’s expression and ideas</li> </ul>	<p>I-D. Materials for sensory exploration are plentiful and accessible: Row 3</p> <p>II-A. The overall daily schedule is predictable yet flexible: Row 5</p> <p>II-C. Choice times (play times, awake times) focus on child-initiated exploration and play: Row 1, Row 2</p> <p>II-D. Bodily care routines include choices for children: Row 1, Row 2, Row 3</p> <p>II-E. Transitions flow smoothly from one interesting experience to the next: Row 1, Row 2</p> <p>II-F. Feedings and mealtimes are child centered and leisurely: Row 4</p> <p>II-G. Group times for mobile infants and toddlers are fluid and dynamic and focus on children’s actions, ideas, and interests: Row 2, Row 3</p> <p>II-I. Naptimes accommodate children’s individual needs for sleep and rest: Row 4</p> <p>III-B. Children form trusting relationships with their caregivers: Row 5</p> <p>III-D. Children carry out their intentions: Row 1, Row 2, Row 3</p>



<p><b>Flexibility</b></p> <ul style="list-style-type: none"> <li>• Allows movement and talking</li> <li>• “Goes with the flow”</li> <li>• Adjusts pacing for individual children</li> </ul>	<p>II-A. The overall daily schedule is predictable yet flexible: Row 4, Row 5</p> <p>II-E. Transitions flow smoothly from one interesting experience to the next: Row 3, Row 4</p> <p>II-F. Feedings and mealtimes are child centered and leisurely: Row 5, Row 7</p> <p>II-G. Group times for mobile infants and toddlers are fluid and dynamic and focus on children’s actions, ideas, and interests: Row 3, Row 4</p> <p>II-I. Naptimes accommodate children’s individual needs for sleep and rest: Row 1</p> <p>III-B. Children form trusting relationships with their caregivers: Row 5</p> <p>III-D. Children carry out their intentions: Row 1, Row 2, Row 3</p>
<p><b>Support of independence</b></p> <ul style="list-style-type: none"> <li>• Child responsibility</li> <li>• Support of self-care</li> <li>• Materials accessible</li> <li>• Peer perspective taking</li> </ul>	<p>I-D. Materials for sensory exploration are plentiful and accessible: Row 3</p> <p>II-A. The overall daily schedule is predictable yet flexible: Row 5</p> <p>II-D. Bodily care routines include choices for children: Row 1, Row 3</p> <p>II-F. Feedings and mealtimes are child centered and leisurely: Row 3, Row 8</p> <p>II-G. Group times for mobile infants and toddlers are fluid and dynamic and focus on children’s actions, ideas, and interests: Row 2</p> <p>II-H. Outside times provide nature based sensory-motor learning opportunities: Row 2, Row 3</p> <p>III-B. Children form trusting relationships with their caregivers: Row 5</p> <p>III-D. Children carry out their intentions: Row 1, Row 2</p> <p>III-E. Children form social relationships: Row 2, Row 3, Row 4</p> <p>III-F. Older infants and toddler participate in resolving conflicts: Row 2, Row 3, Row 4</p>

Behavior Guidance	
Toddler CLASS	Infant-Toddler PQA
<p><b>Proactive</b></p> <ul style="list-style-type: none"> <li>• Actively monitors children’s behavior</li> <li>• Communicates clear expectations</li> <li>• Children demonstrate awareness of expectations</li> </ul>	<p>III-C. Children interact in partnership with their caregivers: Row 4</p> <p>III-F. Older infants and toddlers participate in resolving conflicts: Row 1, Row 2, Row 3, Row 4</p>
<p><b>Supporting positive behavior</b></p> <ul style="list-style-type: none"> <li>• Reinforcement of positive behavior</li> <li>• Effective redirection</li> <li>• Specificity in redirection and/or directions</li> <li>• Positive phrasing of desired behaviors</li> </ul>	<p>III-C. Children interact in partnership with their caregivers: Row 4</p> <p>III-F. Older infants and toddlers participate in resolving conflicts: Row 1</p> <p>III-F. Older infants and toddler participate in resolving conflicts: Row 2, Row 3, Row 4</p>
<p><b>Problem behavior</b></p> <ul style="list-style-type: none"> <li>• Minimal wandering</li> <li>• Minimal waiting</li> <li>• Lack of disruptive or potentially dangerous behavior</li> </ul>	<p>Not observed in PQA</p>

## II. Engaged Support for Learning Domain

Facilitation of Learning and Development	
Toddler CLASS	Infant-Toddler PQA
<p><b>Active facilitation</b></p> <ul style="list-style-type: none"> <li>• Teacher provides opportunities for exploration and learning</li> <li>• Teacher guides exploration</li> <li>• Teacher is involved in children’s activities to support learning and development</li> </ul>	<p>II-A. The overall daily schedule is predictable yet flexible: Row 5</p> <p>II-C. Choice times (play times, awake times) focus on child-initiated exploration and play: Row 2</p> <p>II-H. Outside times provide nature based sensory-motor learning opportunities: Row 2, Row 3, Row 4</p> <p>III-C. Children interact in partnership with their caregivers: Row 1, Row 2</p>
<p><b>Expansion of cognition</b></p> <ul style="list-style-type: none"> <li>• Teacher provides and embeds information</li> <li>• Teacher relates information to children’s lives and experiences</li> <li>• Teacher integrates concepts across activities and tasks</li> <li>• Teacher encourages thinking skills</li> </ul>	<p>II-C. Choice times (play times, awake times) focus on child-initiated exploration and play: Row 3</p>
<p><b>Children’s active engagement</b></p> <ul style="list-style-type: none"> <li>• Manipulation of materials</li> <li>• Physical involvement</li> <li>• Verbal involvement</li> </ul>	<p>II-A. The overall daily schedule is predictable yet flexible: Row 5</p> <p>II-C. Choice times (play times, awake times) focus on child-initiated exploration and play: Row 2</p> <p>II-G. Group times for mobile infants and toddlers are fluid and dynamic and focus on children’s actions, ideas, and interests: Row 3</p> <p>II-H. Outside times provide nature based sensory-motor learning opportunities: Row 3, Row 4</p> <p>III-D. Children carry out their intentions: Row 1, Row 2</p>

Quality of Feedback	
Toddler CLASS	Infant-Toddler PQA
<p><b>Scaffolding</b></p> <ul style="list-style-type: none"> <li>• Hints</li> <li>• Verbal and physical assistance</li> <li>• Prompting thought processes</li> </ul>	<p>II-C. Choice times (play times, awake times) focus on child-initiated exploration and play: Row 3</p> <p>II-E. Transitions flow smoothly from one interesting experience to the next: Row 4</p> <p>III-D. Children carry out their intentions: Row 1</p>
<p><b>Providing information</b></p> <ul style="list-style-type: none"> <li>• Clarification of concepts or task</li> <li>• Expansion and elaboration</li> </ul>	<p>III-C. Children interact in partnership with their caregivers: Row 5</p>
<p><b>Encouragement and affirmation</b></p> <ul style="list-style-type: none"> <li>• Individualized feedback</li> <li>• Specific feedback</li> <li>• Recognition of effort or accomplishment</li> </ul>	<p>II-C. Choice times (play times, awake times) focus on child-initiated exploration and play: Row 3</p> <p>II-E. Transitions flow smoothly from one interesting experience to the next: Row 4</p> <p>III-B. Children form trusting relationships with their caregivers: Row 6</p> <p>III-C. Children interact in partnership with their caregivers: Row 5</p> <p>III-D. Children carry out their intentions: Row 3, Row 4</p>

Language Modeling	
Toddler CLASS	Infant-Toddler PQA
<p><b>Supporting language use</b></p> <ul style="list-style-type: none"> <li>• Back-and-forth exchanges</li> <li>• Contingent responding</li> <li>• Open-ended questions</li> </ul>	<p>III-C. Children interact in partnership with their caregivers: Row 3</p>
<p><b>Repetition and extension</b></p> <ul style="list-style-type: none"> <li>• Repeats</li> <li>• Extends/elaborates</li> </ul>	<p>III-C. Children interact in partnership with their caregivers: Row 3</p>
<p><b>Self- and parallel talk</b></p> <ul style="list-style-type: none"> <li>• Describes own actions with language</li> <li>• Narrates children’s action with language</li> </ul>	<p>III-C. Children interact in partnership with their caregivers: Row 5</p>
<p><b>Advanced language</b></p> <ul style="list-style-type: none"> <li>• Variety of words and/or descriptive vocabulary</li> <li>• Labeling</li> <li>• Connections to familiar words and ideas</li> </ul>	<p>III-C. Children interact in partnership with their caregivers: Row 3</p> <p>III-E. Children form social relationships: Row 3</p>

## References

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Hohmann, M, Lockhart, S. and Montie, J. *PQA: Infant-toddler program quality assessment: Form A-classroom items*. (2013). Ypsilanti, MI: HighScope Press.

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