

CROSSWALK OF QUALITY RATING TOOL TOPICS

Rating tools specific to use in Nebraska Step Up to Quality and Pyramid Model Implementation

	ITERS-3	CLASS Infant	CLASS Toddler	TPITOS	FCCERS-R	ECERS-3	TPOT	CLASS Pre-K
Emotional Climate	X	X	X	X	X	X	X	X
Interactions	X	X	X	X	X	X	X	X
Social, Emotional & Behavioral Teaching	X	X	X	X	X	X	X	X
Supportive Teaching Strategies			X	X			X	X
Language Environment	X	X	X	X	X	X	X	X
Activities & Materials	X	X		X	X	X	X	X
Connections with Families				X	X		X	
Room Arrangement	X			X	X	X	X	
Daily Schedule, Routines & Transitions	X		X	X	X	X	X	X
Health & Safety	X	X			X	X		

Developed by Nebraska Children and Families Foundation; Review completed by Dr. Jen Benson—December 2015, Revised August 2020

Emotional Climate	
ITERS-3	9. Talking with children, rating 5.1; 11. Responding to children’s communication, ratings 5.1-5.3; 28. Staff-child interaction, ratings 5.1, 5.3, 7.1; 29. Providing physical warmth/touch, ratings 5.1, 7.1, 7.2; 30. Guiding children’s behavior, rating 5.1
CLASS Infant	Relational Climate: Relational behaviors, Emotion expression; Respect for infants’ state, Lack of adult negativity, Teacher Sensitivity: Infant comfort
CLASS Toddler	Negative Climate: Negative Affect, Punitive Control, Teacher Negativity, Child Negativity; Positive Climate: Relationships, Positive Affect, Respect
TPITOS	2. Teacher demonstrates sensitivity and responsiveness to individual children; 7. Teacher responds to children in distress and manages challenging behaviors., Red Flag 5. Teacher uses flat affect when talking with infants and toddlers; Red Flag 6. Teacher speaks harshly to children.
FCCRS-R	27. Supervision of play and learning, rating 5.1; 28. Provider-child interaction, ratings 5.1-7.3
ECERS-3	30. Staff-Child Interaction, ratings 5.1-7.3; 32. Discipline, rating 5.4
TPOT	3. Teachers engage in supportive conversations with children; 6. Collaborative Teaming
CLASS Pre-K	Negative Climate: Negative Affect, Punitive Control, Sarcasm/Disrespect, Severe Negativity; Positive Climate: Relationships, Positive Affect, Positive Communication, Respect
Interactions	
ITERS-3	25. Supervision of gross motor play; 26. Supervision of play and learning; 27. Peer interaction; 28. Staff-child interaction; 29. Providing physical warmth/touch; 30. Guiding children’s behavior.
CLASS Infant	Relational Climate: Relational Behaviors, Emotion Expression, Respect for Infants’ State, Lack of Adult Negativity; Teacher Sensitivity: Awareness and Cue Detection, Responsiveness, Infant Comfort; Facilitated Exploration: Involvement, Infant Focused, Expansion of Infants’ Experience
CLASS Toddler	Teacher Sensitivity: Awareness, Responsiveness, Child Comfort; Quality of Feedback: Scaffolding, Providing Information, Encouragement & Affirmation; Positive Climate: Relationships, Respect, Positive Affect; Negative Climate: Child Negativity, Teacher Negativity.
TPITOS	1. Teacher provides opportunities for communication and building relationships.; 3. Teacher promotes positive peer interactions. Red Flag 2. Teacher rarely speaks to and/or engages children. Red Flag 3. Teacher seldom makes eye

	contact with children during interactions; Red Flag 5. Teacher uses flat affect when talking with infants and toddlers.; Red Flag 8. Children who are distressed are left unattended.
FCCERS-R	27. Supervision of play and learning; 28. Provider-child interaction, 29. Discipline; 30. Interactions among children
ECERS-3	28. Supervision of gross-motor activities; 29. Individualized teaching and learning; 30. Staff-child interactions; 31. Peer Interactions, 32. Discipline.
TPOT	3. Teachers Engage in Supportive Conversations with Children; 4. Promoting Children’s Engagement; 9. Teaching Friendship Skills; Red Flag 24.; Teacher rarely encourages interactions between children during play or activities.
CLASS Pre-K	Teacher Sensitivity: Awareness, Responsiveness, Addresses Problems, Student Comfort
Social, Emotional & Behavioral Teaching	
ITERS-3	11. Responding to children’s communication, ratings 5.1-5.3; 27. Peer interaction; 30. Guiding children’s behavior.
CLASS Infant	Relational Climate: Emotion Expression; Teacher Sensitivity: Infant Comfort, Responsiveness
CLASS Toddler	Negative Climate: Punitive Control; Teacher Sensitivity: Child Comfort; Behavior Guidance: Proactive, Supporting Positive Behavior, Problem Behavior
TPITOS	2. Teacher Demonstrates Warmth and Responsivity to Individual Children.; 3. Teacher Promotes Positive Peer Interactions; 5. Teacher is Responsive to Children’s Expression of Emotions and Teaches About Feelings; 6. Teacher communicates and provides feedback about developmentally appropriate behavioral expectations.; 7. Teacher Responds to Children in Distress and Manages Challenging Behaviors.; 11. Teacher collaborates with his/her peers (e.g. other teachers, mental health practitioners, allied health service providers) to support children’s social emotional development.; Red Flag 8. Children who are distressed are left unattended; Red Flag 9. When problem behaviors occur, teacher uses punitive practices.
FCCRS-R	28. Provider-child interaction, ratings 5.1-5.3, 7.1, 7.2; 29. Discipline; 30. Interactions among children
ECERS-3	31. Peer interaction; 32. Discipline
TPOT	7. Teaching Behavior Expectations; 8. Teaching Social Skills and Emotional Competencies; 9. Teaching Friendship Skills; 10. Teaching Children to Express Emotions; 11. Teaching Problem Solving; 12. Interventions for Children with Persistent Challenging Behavior; 32. Using Effective Strategies to Respond to Challenging Behavior; Red Flag 20. Children are reprimanded for engaging in disruptive or problem behavior (frequent use of “no”, “stop”, “don’t”).; Red Flag 21.

	Children are threatened with an impending negative consequence that will occur if disruptive or problem behavior persists; Red Flag 22. Teacher reprimands or admonishes children for expressing their emotions; Red Flag 23. Emotions are never discussed in the classroom.; Red Flag 26. Teacher tells children mostly what not to do rather than what to do.; Red Flag 29. Teacher reports asking for the removal of children with persistent challenging behavior from the classroom or program.; Red Flag 31; Teacher restrains a child when engaging in problem behavior or secludes the child in an area separate from the classroom where the child cannot see the activities of the classroom.
CLASS Pre-K	Teacher Sensitivity: Addresses Problems, Student Comfort; Behavior Management: Clear Behavior Expectations, Proactive, Redirection of Misbehavior, Student Behavior
Supportive Teaching Strategies	
CLASS Toddler	Facilitation of Learning and Development: Active Facilitation, Expansion of Cognition, Children’s Active Engagement; Regard for Child Perspectives: Child Focus, Flexibility, Support of Independence.
TPITOS	8. Teacher uses specific strategies or modifications for children with disabilities/delays, or who are dual-language learners.
TPOT	5. Providing Directions; 6. Collaborative Teaming; Red Flag 25. Teacher gives directions to all children in the same way without giving additional help to children who need more support.
CLASS Pre-K	Instructional Learning Formats: Effective facilitation, Variety of modalities and materials, Student interest, Clarity of learning objectives; Concept Development: Analysis and reasoning, Creating, Integration, Connections to the real world; Regard for Student Perspectives: Flexibility and student focus, Support for autonomy and leadership, Student expression, Restriction of movement.
Language Environment	
ITERS-3	9. Talking with children; 10. Encouraging vocabulary development; 11. Responding to children’s communication; 12. Encouraging children to communicate; 13. Staff use books with children; 14. Encouraging children’s use of books.
CLASS Infant	Early Language Support: Teacher Talk, Communication and Support, Communication Extension; Facilitated Exploration: Expansion of infants’ experience.
CLASS Toddler	Language Modeling: Supporting language use, Repetition and extension, Self and parallel talk, Advanced language; Quality of Feedback: Scaffolding, Providing information, Encouragement and affirmation
TPITOS	1. Teacher Provides Opportunities for Communication and Building Relationships; Red Flag 2. Teacher rarely speaks to and/or engages children.

FCCERS-R	13. Helping children understand language; 14. Helping children use language; 15. Using books
ECERS-3	12. Helping children expand vocabulary; 13. Encouraging children to use language; 14. Staff use of books with children; 15. Encouraging children's use of books; 16. Becoming familiar with print
TPOT	3. Teachers Engage in Supportive Conversations with Children; 5. Providing Directions; Red Flag 17. Teacher talk to children is primarily giving directions, telling children what to do, reprimanding children.
CLASS Pre-K	Quality of Feedback: Scaffolding, Feedback loops, Prompting thought processes, Providing information, Encouragement and affirmation; Language Modeling: Frequent Conversation, Open-ended Questions, Repetition and Extension, Self- and Parallel Talk, Advanced Language
Activities & Materials	
ITERS-3	15. Fine motor; 16. Art; 17. Music and movement; 18. Blocks; 19. Dramatic play; 20. Nature/science; 21. Math/number; 22. Appropriate use of technology; 23. Promoting acceptance of diversity; 24. Gross Motor
CLASS Infant	Facilitated Exploration: Involvement, Infant focused, Expansion of infants' experience
TPOT	4. Teacher promotes children's active engagement; Red Flag 1. Children spend large amounts of time disengaged, without assistance from this teacher to become engaged.
FCCERS-R	16. Fine motor; 17. Art; 18. Music and movement; 19. Blocks; 20. Dramatic play; 21. Math/number; 22. Nature/science; 23. Sand and water play; 24. Promoting acceptance of diversity; 25. Use of TV, video, and/or computer; 26. Active physical play
ECERS-3	17. Fine motor; 18. Art; 19. Music and movement; 20. Blocks; 21. Dramatic play; 22. Nature/science; 23. Math materials and activities; 24. Math in daily events; 25. Understanding written numbers; 26. Promoting acceptance of diversity; 27. Appropriate use of technology.
TPOT	1. Schedules, Routines, and Activities; 4. Promoting Children's Engagement; Red Flag 18. During group activities, many children are not engaged; Red Flag 19. Teachers are not prepared for activities before children arrive at the activity.
CLASS Pre-K	Productivity: Maximizing learning time, Preparation; Instructional Learning Formats: Variety of modalities & materials, Student interest
Connections with Families	

TPITOS	12. Teacher has effective strategies for engaging parents in support their child’s social-emotional development and addressing challenging behaviors; 13. Teacher has effective strategies for communicating with families and promoting family involvement in the classroom.
FCCERS	35. Provisions for parents
TPOT	13. Connecting with Families; 14. Supporting Family Use of Pyramid Model Practices; Red Flag 30. Teacher makes comments about families that are focused on the challenges presented by families and their lack of interest in being involved.
Room Arrangement	
ITERS-3	1. Indoor space; 2. Furniture for care and relaxation; 3. Room arrangement; 4. Display for children
TPITOS	10. Environment is arranged to foster social-emotional development; Red Flag 10. The environment is set up such that children are isolated from each other for long periods of time; Red Flag 11. The environment is arranged in a way that prevents children from engaging with materials, toys, and/or activities.
FCCERS-R	1. Indoor space used for child care; 2. Furniture for routine care, play, and learning; 3. Provision for relaxation and comfort; 4. Arrangement of indoor space for child care, 5. Display for children, 6. Space for privacy
ECERS-3	1. Indoor space; 2. Furnishings for routine care, play and learning, 3. Room arrangement for play and learning; 4. Space for privacy; 5. Child-related display; 6. Space for gross-motor play; 7. Gross motor equipment
TPOT	Red Flag 27. Learning centers do not have clear boundaries; Red Flag 28. There are large, wide-open spaces in the classroom where children can run.
Daily Schedule, Routines, & Transitions	
ITERS-3	31. Schedule and transitions; 32. Free play; 33. Group play activities
TPITOS	9. Teacher conveys predictability through carefully planned schedule, routines, and transitions; Red Flag 4. Classroom staff expect children in the class to be on the same schedule for activities such as feeding or diapering instead of attending to individual children’s needs for personal care.
FCCERS-R	31. Schedule, 32. Free play, 33. Group time, 34. Provisions for children with disabilities
ECERS-3	33. Transitions and waiting times; 34. Free play; 35. Whole-group activities for play and learning.

TPOT	1. Schedules, Routines, and Activities; 2. Transitions Between Activities are Appropriate; 5. Providing Directions; Red Flag 15. The majority of the day is spent in teacher-directed activities; Red Flag 16. Transitions are more often chaotic than not.
CLASS Pre-K	Productivity: Routines, Transitions
Health & Safety	
ITERS-3	5. Meals/snacks; 6. Diapering/toileting; 7. Health practices; 8. Safety practices
CLASS Infant	Teacher Sensitivity: Awareness and Cue Detection
FCCERS-R	7. Greeting/departing; 8. Nap/rest; 9. Meals/snacks; 10. Diapering/toileting; 11. Health practices; 12. Safety practices
ECERS-3	8. Meals/snacks; 9. Diapering/toileting; 10. Health practices; 11. Safety practices