

CROSSWALK OF QUALITY RATING TOOL TOPICS

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

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

Emotional Climate
CLASS Infant Relational Climate; Relational Behaviors, Emotion Expression, Respect for Infants' State, Lack of Adult Negativity,
CLASS Toddler Negative Climate: Negative Affect, Punitive Control, Teacher Negativity, Child Negativity, Positive Climate: Relationships, Positive Affect, Warmth
TPITOS Warmth & Responsivity to Individual Children (Item 2)
TPOT Collaborative Teaming (Item 6) TPOT Red Flag (Items 17 & 22)
CLASS Pre-K Negative Climate: Negative Affect, Punitive Control, Sarcasm/Disrespect, Severe Negativity; Positive Climate: Relationships, Positive Affect, Positive Communication, Respect
Interactions
ITERS Interaction: Supervision of play and learning, Peer interaction, Staff-child interaction, Discipline (Items 25-28)
CLASS Infant Facilitated Exploration; Involvement, Infant Focused, Expansion of Infants' Experience CLASS Infant Teacher Sensitivity; Awareness and Cue Detection, Responsiveness, Infant Comfort
CLASS Toddler Teacher Sensitivity; Awareness, Responsiveness, Child Comfort CLASS Toddler Quality of Feedback; Scaffolding, Providing Information, Encouragement & Affirmation CLASS Toddler Regard for Child Perspectives; Child Focus, Flexibility, Support of Independence CLASS Toddler Behavior Guidance; Problem Behavior
TPITOS Promotes Children's Active Engagement (Item 4) TPITOS Communication and Building Relationships with Children (Item 1)
FCCERS Interaction: Supervision of play and learning, Provider-child interaction, Discipline, Interactions among children (Items 27-30)
ECERS Interaction: Supervision of gross-motor activities, General supervision of children (other than gross-motor), Discipline, Staff-child interactions, Interactions among children (Items 29-33)
TPOT Promoting Children's Engagement (Item 4) TPOT Teachers Engage in Supportive Conversations with Children (Item 3) TPOT Red Flags (Item 24)

CLASS Pre-K Quality of Feedback: Scaffolding, Feedback Loops, Prompting Thought Processes, Providing Information, Encouragement and Affirmation

CLASS Pre-K Regard for Student Perspectives: Flexibility and Student Focus, Support for Autonomy and Leaderships, Student Expression, Restriction of Movement

CLASS Pre-K Teacher Sensitivity: Awareness, Responsiveness, Addresses Problems, Student Comfort

Social, Emotional & Behavioral Teaching

CLASS Toddler Behavior Guidance; Proactive, Supporting Positive Behavior, Problem Behavior

TPITOS Promotes Positive Peer Interactions (Item 3)

TPITOS Responds to children in distress and manages challenging behaviors (Item 7)

TPITOS Responsive to children’s expression of emotions and teaches about feelings (Item 5)

TPITOS Communicates and provides feedback about developmentally appropriate behavioral expectations (Item 6)

TPITOS Collaborates with his/her peers to support children’s social emotional development (e.g. other teachers, mental health practitioners, allied health service providers) (Item 11)

TPOT Teaching Behavior Expectations (Item 7)

TPOT Teaching Social Skills and Emotional Competencies (Item 8)

TPOT Teaching Friendship Skills (Item 9)

TPOT Teaching Children to Express Emotions (Item 10)

TPOT Teaching Problem Solving (Item 11)

TPOT Interventions for Children with Persistent Challenging Behavior (Item 12)

TPOT Using Effective Strategies to Respond to Challenging Behavior (Item 32)

TPOT Red Flags (Items 20, 21, 22, 23, 26, 29, 31)

CLASS Pre-K Behavior Management: Clear Behavior Expectations, Proactive, Redirection of Misbehavior, Student Behavior

General Teaching Strategies

CLASS Toddler Facilitation of Learning and Development; Active Facilitation, Expansion of Cognition, Children’s Active Engagement

TPITOS Uses specific strategies or modifications for children with disabilities/delays, or who are dual-language learners (Item 8)

CLASS Pre-K Instructional Learning Formats: Effective Facilitation, Variety of Modalities and Materials, Student Interest, Clarity of Learning Objectives

CLASS Pre-K Concept Development: Analysis and Reasoning, Creating, Integration, Connections to the Real World

Language Environment

ITERS Listening and Talking: Helping children understand language, Helping children use language, using books (Items 12-14)

CLASS Infant Early Language Support; Teacher Talk, Communication and Support, Communication Extension

CLASS Toddler Language Modeling; Supporting Language Use, Repetition and Expansion, Self and Parallel Talk, Advanced Language

FCCERS: Listening and Talking: Helping children understand language, Helping children use language, Using books (Items 13-15)

ECERS Language-Reasoning: Books and pictures, Encouraging children to communicate, Using language to develop reasoning skills, Informal use of language (Items 15-18)

CLASS Pre-K Language Modeling: Frequent Conversation, Open-ended Questions, Repetition and Extension, Self- and Parallel Talk, Advanced Language

Activities & Materials

ITERS Activities: Fine motor, Active physical play, Art, Music and movement, Blocks, Dramatic play, Sand and water play, Nature/science, Use of TV, video and/or computer, Promoting acceptance of diversity (Items 15-24)

FCCERS Activities: Fine motor, Art, Music and movement, Blocks, Dramatic play, Math/number, Nature/science, Sand and water play, Promoting acceptance of diversity, Use of TV, video, and/or computer, Active physical play (Items 14-26)

ECERS Activities: Fine motor, Art, Music and movement, Blocks, Sand and Water, Dramatic play, Nature/science, Math/number, Use of TV, video and/or computer, Promoting acceptance of diversity (Items 19-28)

Connections with Families

ITERS Parents and Staff: Provisions for Parents, Provisions for personal needs of staff, Provisions for professional needs of staff, Staff interaction and cooperation, Staff continuity, Supervision and evaluation of staff, Opportunities for professional growth (Items 33-39)

TPITOS Effective strategies for engaging parents in support their child’s social-emotional development and addressing challenging behaviors (Item 12)
TPITOS Effective strategies for communicating with families and promoting family involvement in the classroom (Item 13)
FCCERS Parents and Provider: Provisions for parents, Balancing personal and caregiving responsibilities, Opportunities for professional growth, Provisions for professional needs (Items 35-38)
ECERS Parents and Staff: Provisions for Parents, Provisions for personal needs of staff, Provisions for professional needs of staff, Staff interaction and cooperation, Staff continuity, Supervision and evaluation of staff, Opportunities for professional growth (Items 38-43)
TPOT Connecting with Families (Item 13) TPOT Supporting Family Use of Pyramid Model Practices (Item 14) TPOT Red Flags (Item 30)
Room Arrangement
ITERS Space and Furnishings: Indoor space, Furniture for care and relaxation, Provision for relaxation and comfort, Room arrangement, Display for children (Items 1-5)
TPITOS Environment is arranged to foster social-emotional development (Item 10)
FCCERS Space and Furnishings: Indoor space used for child care, Furniture for routines care, play, and learning, Provision for relaxation and comfort, Arrangement of indoor space for child care, Display for children, Space for privacy (Items 1-6)
ECERS Space and Furnishings: Indoor space, Furniture for routine care, play and learning, Furnishings for relaxation and comfort, Room arrangement for play, Space for privacy, Child-related display, Space for gross-motor play, Gross motor equipment (Items 1-8)
TPOT Red Flags (Items 27, 28)
Daily Schedule & Routines
ITERS Program Structure: Schedule, Free play, Group play activities, Provisions for children with disabilities (Items 29-32)
TPITOS Conveys predictability through carefully planned schedule, routines, and transitions (Item 9)
CLASS Toddler Behavior Guidance; Proactive

FCCERS Program Structure: Schedule, Free play, Group time, Provisions for children with disabilities (Items 31-34)
ECERS Program Structure: Schedule, Free play, Group play, Provisions for children with disabilities (Items 34-37)
TPOT Transitions Between Activities are Appropriate (Item 2) TPOT Schedules, Routines, and Activities (Item 1) TPOT Providing Directions (Item 5) TPOT Red Flags (Items 15, 16)
CLASS Pre-K Productivity: Maximizing Learning Time, Routines, Transitions, Preparation
Personal Care
ITERS Personal Care Routines: Greeting/departing, Meals/snacks, Nap, Diapering/toileting, Health practices, Safety practices (Items 6-11)
FCCERS Personal Care Routines: Greeting/departing, Nap/rest, Meals/snacks, Diapering/toileting, Health practices, Safety practices (Items 7-12)
ECERS Personal Care Routines: Greeting/departing, Meals/snacks, Nap, Diapering/toileting, Health practices, Safety practices (Items 9-14)