



Office of Early  
Childhood and Out-  
of-School Learning

## Paths to QUALITY™ Educator Checklist

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| <b>Educator Name and Ages of Children:</b> |  |
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| <b>Level 2 Standards</b>  | <input checked="" type="checkbox"/> |
|---|-------------------------------------|
| I have completed my Early Learning Standards training (date)_____   | <input type="checkbox"/>            |
| I have a CDA and it is current. (OR) I have an early child hood degree. (OR) I can show 45 hours of training in the past 3 years with certificates/transcripts for Level 2, or 60 hours of training in the past 3 years for Levels 3 or 4.  | <input type="checkbox"/>            |
| I have completed 15 hours of training in the past 12 months for Level 2, or 20 hours of trainings in the last 12 months for Levels 3 or 4. I can show certificates for all trainings.   | <input type="checkbox"/>            |
| I have notes or dates from my family conferences. (OR) I have a schedule of when I am going to offer family conferences this year.  | <input type="checkbox"/>            |
| I have a way to share information daily with families. (Notes, in person, wipe board, etc.)   | <input type="checkbox"/>            |
| Environments are welcoming, nurturing, and safe for children to have interactions and experiences that promote their physical, social and emotional well-being.   | <input type="checkbox"/>            |
| I have pictures of children and their families in the learning environment. The kids can see the photos easily. We talk about traditions in each child’s family.  | <input type="checkbox"/>            |
| I have a written daily schedule. It shows our regular routine, including playtimes, mealtimes, and outside times, and where children are able to choose their activities for at least 1/3 of the day . There is also a mix of small group, individual, and large group play.  | <input type="checkbox"/>            |
| Children are actively engaged throughout the day in making choices about activities and materials.  | <input type="checkbox"/>            |
| Outdoor play is included daily when weather, air quality, or environmental safety conditions do not pose a health risk. Active indoor play may be a replacement when necessary. Outdoor/large motor activities and plentiful play materials for a variety of skills are offered (for example, climbing, running, jumping, balancing, riding, and playing with balls). | <input type="checkbox"/>            |

Learning environments are arranged and utilize enough materials and activities to provide a variety of age and developmentally appropriate interest centers that invite children's explorations. Each interest center must contain at least three different items.

- Reading:** Materials might include books, soft, washable seating/pillows for use while reading. Examples of books can include, but not limited to, books with quality text and colorful, interesting illustrations and pictures, stories and props with children's interests and prior experiences, or include books that introduce new knowledge and answer children's questions, in addition to books with rhymes, poems, songs and fingerplays.
- Writing:** Materials might include writing tools, paper, envelopes, typewriter, letters, and numbers.
- Art:** Materials might include drawing materials (crayons, markers, thick pencils, variety of paper, sizes and types, not coloring books or dittos/worksheets), painting materials, tools (scissors, hole punch, tape), staplers for school-age children, three dimensional materials (play dough, clay with tools), collage materials (catalogs, magazines, paper scraps, fabric pieces, string, yarn, cotton balls, pipe cleaners, craft sticks)
- Blocks:** Materials might include different size/types of blocks, accessories such as small people, animals, vehicles, road signs, and materials to enhance building, sticks, stones, tape, string, craft sticks, interlocking blocks.
- Dramatic Play:** Materials might include dress-up clothes such as work boots, high heels, and a variety of hats, career gear/attire/uniforms, purses, billfolds, and multicultural outfits. Other items would also include large pieces of fabric/scarves, child-size play furniture, dishes, pots, pans, dolls (multicultural dolls included), dollhouse or other play-sets, accessories for dolls, and "props" for different themes.
- Math/Numbers:** Materials might include small objects to count/sort/classify, measuring tools (scales, rulers), numbers/shapes, number games, puzzles and pattern blocks.
- Music and Movement:** Materials might include audio equipment, variety of tapes/CDs, and music boxes, musical toys, instruments, dance props such as scarves/streamers.
- Nature and Science:** Materials might include collections of natural items (shells, rocks, flowers, bugs), living plants, pets to care for, science games, toys, magnets, magnifying glasses, cooking opportunities.
- Sensory Play:** Materials might include water, play dough, sand, or similar materials, along with kitchen utensils, measuring containers, shovel, trough, buckets, small cars and trucks, and water-play accessories for pouring, measuring, squeezing, and basting. **Note:** Similar materials are considered cornmeal, rice, beans, and oatmeal.
- Small Motor/Manipulative:** Materials might include blocks, puzzles, crayons, pencils, scissors, interlocking blocks and other small building toys, pegboard and pegs, games, counting materials, sorting or classifying materials and containers.
- Infant/Toddler:** Materials are durable, washable and stored low and able to be reached by infants and toddlers. Infant only environments need to have at least three of these interest centers present versus all ten.
- School Age:** All ten learning environments are represented for school age children and are appropriate for their development and interests.

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| <b>Continued Standards for Levels 3 and 4</b>   | <input checked="" type="checkbox"/> |
| Program evaluations completed by parents. I can show that this happens annually.  | <input type="checkbox"/>            |
| I can show how children’s physical, cognitive, language, literacy, math, and creative development are supported through daily activities and lesson plans.  | <input type="checkbox"/>            |
| The children’s artwork is displayed at their eye level. At least half of the art at children’s eye level is unique to them. Unique and exploratory can also be defined as process art and NOT product art. There is not an end-product in mind. | <input type="checkbox"/>            |
| I have a month’s worth of lesson plans which meet the Paths to QUALITY™ standards.  | <input type="checkbox"/>            |
| I have a system in place to document anecdotal notes and/or observations. I can show that these anecdotal notes/observations are used in lesson planning and assessments.   | <input type="checkbox"/>            |
| Plans and environmental accommodations for children with special needs are evident.   | <input type="checkbox"/>            |

## Additional Paths to QUALITY™ Resources for Educators

[PTQ: Paths to QUALITY™ Resources from SPARK Learning Lab](#)

[Paths to QUALITY™ Resource Site](#)

[PTQ Overview for Educators](#)

[Interest Centers Collection](#)

[PTQ Guidebooks](#)



Should you need any guidance or support, contact the OECOSL Child Care Support Line at 1.800.299.1627, or email [Qualitysupport@fssa.in.gov](mailto:Qualitysupport@fssa.in.gov) for assistance.