Suggested POIs Programs Can Use to Support and Inform their CQI goals (EC 2.1, EC 3.4.5, & EC 3.4.6)*

Program Observation Instrument	Age Level (if applicable)	Supports Goal Setting For:
Environment Rating Scale (ERS) Suite		
Infant/Toddler Environment Rating Scale (ITERS-R)	Birth to 36 months	Classroom practices that support infants' and toddlers' physical, social-emotional, and cognitive development
Early Childhood Environment Rating Scale - Revised (ECERS-R)	37 months to Kindergarten	Classroom practices that support preschoolers' physical, social-emotional, and cognitive development
Early Childhood Environment Rating Scale – Third Edition (ECERS-3)	37 months to Kindergarten	Classroom practices that support preschoolers' physical, social-emotional, and cognitive development
School-age Environment Rating Scale – Updated (SACERS-U)	Younger School-Age/Older School-Age	Classroom practices that support school age children's physical, social-emotional, and cognitive development
Family Child Care Environment Rating Scale – Revised (FCCERS-R)	Birth to Older School-Age	Classroom practices that support infants', toddlers', preschoolers' and school age children's physical, social-emotional, and cognitive development in home-based settings
Classroom Assessment Scoring System (CLASS) Suite		
Infant CLASS	Birth to One Year	Interactions between teachers and infants, and teacher supports for their learning and development
Toddler CLASS	1-3 Years	Interactions between teachers and toddlers, and teacher supports for their learning and development
Pre-K CLASS	3-5 Years	Interactions between teachers and preschoolers, and teacher supports for their learning and development
K-3 CLASS	School-Age Children	Interactions between teachers and school-age children, and teacher supports for their learning and development
Other Program Observation Instruments (POIs)		
Business Administration Scale (BAS)* (Can be used for EC 2.1 at STAR 2. Can be used for LM 3.4.9 at STAR 3 & 4)	N/A	Family child care business practices
Climate of Healthy Interactions for Learning and Development (CHILD)	3-5 Years	Interactions that support children's social/emotional development
Developmental Environment Rating Scale (DERS)	2 ½-6 Years	Practices that support children's executive functioning, literacy and social-emotional development
Inclusive Classroom Profile (ICP)	2-5 Years with IFSP/IEP	Inclusive classroom practices supporting educational and developmental needs of children with disabilities
Parenting Interactions with Children: Checklist of Observations Linked to Outcomes (PICCOLO)	10-47 months	Adult behaviors and interactions linked to child outcomes
Program Administration Scale (PAS)* (Can be used for EC 2.1 at STAR 2. Can be used for LM 3.4.9 at STAR 3 & 4)	N/A	Center-based administration and leadership practices
Rating Observation Scale for Inspiring Environments (ROSIE)	All	Function and adaptability of the classroom space to meet the needs and interests of the current group
School Age Quality Program Assessment (SQPA)	Kindergarten through 6th Grade	Enacting best classroom practices that support the needs of school-age children
Teaching Pyramid Observation Tool (TPOT) and Teaching Pyramid Infant Toddler Observation Scale (TPITOS)	Preschool (TPOT) and Infant/Toddler (TPITOS)	Programs using the Pyramid Model