

BOX 6-1**Dimensions of Quality Observable in the Classroom**

1. Emotional climate, social interactions, support for social skills development, and discipline strategies:
 - A. Degree to which adults are affectionate, supportive, attentive, and respectful toward children.
 - B. Explicit support for social skills (e.g., encouraging children to “use their words,” modeling and engaging children in conversations about social problem solving skills, encouraging use of learned strategies to solve real social conflicts).
 - C. Conversations about feelings.
 - D. Collaboration and cooperation opportunities.
 - E. Clarity and developmental appropriateness of rules.
 - F. Teachers’ use of redirection, positive reinforcement, encouragement, and explanations to minimize negative behavior.
2. Instructional activities—an explicit curriculum with specified learning goals for children.
3. General—individualized (adjusted to children’s skills and interests); purposeful, planned instruction; integration of content areas; children actively interacting with materials.
4. Language—adults engage in conversations with children; activities that encourage conversation among children; explicit efforts to develop vocabulary and language skills in the context of meaningful activities.
5. Literacy—children read to and given opportunities to read; rhyming words, initial sounds, letter–sound links, and spellings of common words pointed out and practiced; functions and features of print pointed out; opportunities to dictate and write using invented spelling made available.
6. Mathematics—activities that involve counting objects, measuring, identifying shapes, creating patterns, telling time, classifying and seriating objects; instruction on concepts (e.g., big, bigger, equal, one-to-one correspondence, spatial relationships).
7. Science—active manipulation of materials (e.g., sink and float) with adult engaging children in prediction, systematic observation and analysis; instruction on scientific concepts linked to active exploration (e.g., care and observations of live animals).

8. Interactions with parents—activities and opportunities for parents to be informed about the program and their child.
9. Cultural responsiveness:
 - A. Evidence of supports for linguistic and cultural diversity (e.g., pictures, books, language).
 - B. Activities that expose children to diverse languages and cultural practices.
 - C. Support for native language development.
 - D. Support for learning English.
10. Safety:
 - A. Adult-child ratio.
 - B. Absence of broken furniture, any objects that could cause physical harm.
 - C. Sufficient space; open pathways.
 - D. Place for personal hygiene (e.g., teeth brushing, hand washing).
11. Materials:
 - A. Technology (e.g., computers).
 - B. Music (e.g., CD player).
 - C. Creativity (e.g., art supplies, easels, play dough).
 - D. Dramatic play (e.g., store, post office, kitchen, clothes).
 - E. Science (e.g., sand, water, plants, live animals).
 - F. Literacy (e.g., books, writing materials).
 - G. Math (e.g., counting objects, blocks, measuring instruments).
 - H. Fine motor (e.g., materials for drawing, scissors).
12. Physical arrangement:
 - A. Space and equipment for gross motor activities (e.g., climbing equipment, swings, balls).
 - B. Place for quiet and rest (e.g., rugs and pillows out of the center of activity).
 - C. Children's access to materials.
13. Adaptations for children with disabilities.