



Instrument for Assessing Quality Practices in Early Childhood Education Services for Children from 3 to 10 Years Old

INTRODUCTION

WHAT IS THE INSTRUMENT?

The *Instrument for Assessing Quality Practices* is a shorter version of The *Professional Development Tool for Improving Quality of Practices in Kindergarten* and the *Professional Development Tool for Improving Quality of Practices in Primary School* which are based on the *ISSA Principles of Quality Pedagogy*. It is comprised of a subset of 36 key Indicators that are mostly observable in a classroom setting and are identified as predictive of quality practice captured by and linked to the larger set of 85 Indicators in the *ISSA Principles of Quality Pedagogy* and the *Professional Development Tools*.

The *Instrument* was developed through a process that identified **36 Indicators** that highly correlated with other Indicators within each Principle of Quality and that distinguished excellent teaching in terms of being **more challenging indicators for educators to meet**. The large majority of these indicators are easily observable, with the exception of five indicators in the Focus Areas on Family and Community and Assessment and Planning, which require documentation and/or an interview to score. The Indicators presented in the *Instrument* provide a **snapshot profile of teacher quality**; however, they do not assess the entire range of indicators that define quality.

HOW CAN THE *INSTRUMENT* BE USED?

The short length of the *Instrument* and protocol for collecting data makes it ideal for situations where **assessment of multiple educators** in a short period of time is required, such as in **pre-and post-intervention assessments of programs** and/or for **research purposes** to provide data to inform the effectiveness of professional development activities.

As the intention is to use the *Instrument* for program/project evaluation/assessment and for research purposes, it is required that the raters who administer the *Instrument* have deep understanding and profound knowledge of the *Professional Development Tools* as well as the other resources in the *ISSA Quality Resource Pack*, are trained in how to score the Indicators in the *Instrument*, and have achieved reliability at a minimum level of 85% with one of the ISSA Reliability Coordinators.

The *Instrument* is not intended to be a substitute for the entire set of indicators in the *ISSA Principles of Quality Pedagogy* when working with individual or groups of educators who are engaging in professional development activities.

Since the *Instrument* does not provide adequately comprehensive information about teaching practice that would be visible only in the educator's documentation, nor does it provide adequate opportunity for educators to explain their point of view or to talk about additional examples where they may meet certain indicators of quality practice, **it should not be used for assessing the practice of individual educators**. Referencing the full set of Indicators in the *Professional Development Tools for Improving Quality of Practices in Kindergarten and in Primary School* is needed to provide depth and additional examples of quality practice in individual educator assessment and in professional development interventions.

Professional development interventions and educator assessment should not be just about measurement but about dialogue around the goals of the Indicators in the *ISSA Principles of Quality Pedagogy*. In order to meet the requirements of education in the 21st century, there must be a shift away from the idea that definitions of quality are fixed, to a new idea that the quality is being defined on an ongoing basis through a process of co-construction among the many different stakeholders who are concerned with quality.

HOW THE INSTRUMENT IS PRESENTED

The *Instrument* consists of 36 Indicators. Each Indicator is described through examples or descriptions of practice as it would look in a continuum towards child-centered practice in preschool and primary school. The examples listed in the continuums are **just** examples of actions that describe practice at different levels. The *Instrument* is intended to be used and scored by professionals that have been trained in its use and who will also identify other examples or actions which can be taken by educators in preschools and primary schools to demonstrate a particular level of practice in the document.

Practice will be rated by an observer on a 3 point scale as:

- ▶ **LEVEL 0** describes practice that is **INADEQUATE** to be considered a child-centered approach
- ▶ **LEVEL 1 – GOOD START** describes practice that shows movement in becoming more child-centered, but may still lack consistency, intentionality, or depth, especially in terms of working with the agency of the child.
- ▶ **LEVEL 2 – QUALITY PRACTICE** describes what is evidence for engaging in quality practice. Child-centered practice at this level is internalized by the educator in terms of consistently demonstrating his/her belief that young children have the right to realize and expand their own potential and



to express their voice in the development of their own identities and abilities, relationships, and interactions with others, with ideas, with objects, and real and imaginary events

Scores of individual educators are expected to be aggregated with others' to determine how well a project, a program, a school, etc., is doing in terms of meeting quality or how successful a professional development intervention was in terms of increasing the level of quality of educators' practice.

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INSTRUMENT FOR ASSESSING QUALITY PRACTICES

in Early childhood Education services for Children from 3 to 10 Years Old

No.	Indicator	Description	Observation	Interview/ Documentation
1. INTERACTIONS				
1.	1.1.4	The educator's interactions are responsive to each child's emotional, social, physical, and cognitive strengths and needs.	x	
2.	1.1.5	The educator provides opportunities for children to make choices and to have those choices realized and respected by others.	x	
3.	1.1.6	The educator's interactions with children develop their initiative, autonomy, self-sufficiency, and leadership.	x	
4.	1.2.2	The educator offers activities that help children learn to distinguish feelings, to recognize them in themselves and their peers, and to communicate about them.	x	
5.	1.2.3	The educator promotes democratic values by encouraging every child to express his/her opinion in an appropriate way and to participate in decision making.	x	
2. FAMILY AND COMMUNITIES				
6.	2.1.2	The educator involves family members in shared decision making about their children's learning, development, and social life in the classroom.		x
7.	2.1.3	The educator involves family members in decision-making concerning children's learning environments.		x
8.	2.2.3	The educator promotes opportunities for families to learn from one another and to support each other.		x
9.	2.3.3	The educator uses knowledge of children's communities and families as an integral part of the curriculum and their learning experiences.		x