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**Dr. Angela Searcy** holds a B.A. degree in English and secondary education with teacher certification through the state of Illinois, a M.S. degree in early childhood development from **Erikson Institute**, with a specialization in Infant Studies and **Doctorate in Education** with a specialization in Assessment and Response to Intervention



Angela has over **27** years of experience in the field of education is **the owner and founder of Simple Solutions Educational Services** and seminar leader and continuing education instructor at **Erikson Institute**

A former associate at the **Neuropsychology Diagnostic Center** in Orland Park, Illinois, Angela has **specialized training in neuroscience** and is a nationally recognized speaker. She has been featured on **WGN Channel 9 News**, Chicago Public Radio's *Chicago Matters*, *Chicago Parent* and *Chicago Baby Magazines*



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# Classroom “Quality”



Secure | <https://qrisguide.acf.hhs.gov/index.cfm?do=qrisstate>

## QRIS Resource Guide

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About QRIS

QRIS Resource Guide

State Profiles

- The Gold Circle of Quality on all standards, a programs meet or exceed instructional quality, and a qualifications; and profes

## State Information

The richest lessons on QRIS development and implementation come from the States and communities that have built upon the experiences c that have come before them. State examples are provided in each of the eight Resource Guide sections but are also organized here by State reference. By clicking on a State in this list, you can view a summary of the status of the State's work to implement or develop a QRIS, or oth scale quality improvement initiative; and the text of the State examples compiled from the sections of the Resource Guide.

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[Alabama](#)

[Kentucky](#)

[Ohio](#)

[Alaska](#)

[Louisiana](#)

[Oklahoma](#)

[American Samoa](#)

[Maine](#)

[Oregon](#)



# Education is Always Evolving Like Medicine



Grind ham-then cheese in butter, add remaining ingredients. place bottom 1/2 in case cheese. Place top back on mixture over all. Bake 20

Can be doubled. Fre

James J. Rhyme, M. D.  
PEDIATRICS  
OFFICE PHONE JE 4-1631 RESIDENCE PHONE JE 5-1322  
1111 CHERRY STREET

FOR \_\_\_\_\_ 1962

ADDRESS \_\_\_\_\_

R

Whisky	1 tsp
lemon juice	1 tsp
Honey	1 Tbsp

1 tsp every hour if needed for cough.

No. \_\_\_\_\_ DATE \_\_\_\_\_ M. D.



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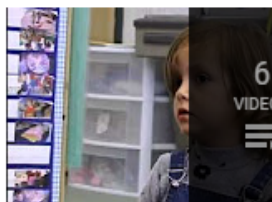


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Indicators of a Quality Early Learning Environment

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# “Play is the Highest Form of Research” —Albert Einstein

Researchers have linked play to better cognitive skills (Charlesworth, 2008; Davidson, 2015), oral language development (Davidson, 2015), self-regulation, prosocial skills (Corsaro, 1988), memory development (Levy, Wolfgang, & Koorland, 1992) and academic performance.



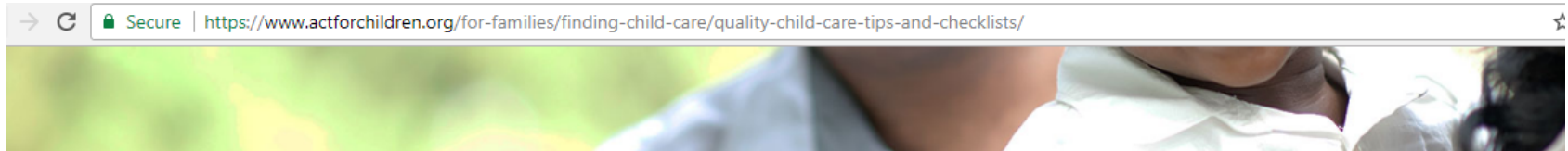
# Questions to Ask

- How do you design activities?
- Are those activities child led?
- How are materials and activities meaningful to children and families in your program?
- How does your program show respect to different learning styles, abilities and cultures?
- How do you encourage language development?





# Action for Children Checklists



## Finding Child Care

Child Care  
Options

Quality Child  
Care Tips and  
Checklists

Online Child  
Care Referrals  
Search

Policies & Privacy

Paying for Child  
Care

Family Support  
Services

Early Learning  
Programs

Contact or Visit Us

Schedule a  
Consultation  
Appointment

Additional  
Resources

## Quality Child Care Tips and Checklists

*What to look for in your search for  
quality child care*

### Play & Learn

Quality child care offers many opportunities for all children to play each day. Counting, reading skills and problem-solving are just a few things learned through play. Look for a provider who focuses on all aspects of your child's development including language, social, emotional, physical and cognitive.

### Qualifications

There are different caregiver qualifications for different child care settings. Training, education, experience and credentials prepare a child care provider to meet your child's development needs. Request a provider's qualifications and references to learn more about their child care experience.

### WHAT ARE QUALITY INDICATORS?

Use these checklists when  
visiting child care programs:

- Infant and Toddler
- Preschool
- Kindergarten
- School-Age
- Special Needs
- Non-Traditional
- Summer Camp



# Sample Checklist for Preschool

## About the Provider

- The provider helps children develop independence, yet assists when needed.
- The provider allows preschoolers to exercise newly-developed skills, while being patient with accidents or setbacks.
- The provider respects each child's individuality with respect to learning styles, emotional expression, creativity, etc.
- The provider allows for both individual and group playtime.
- The provider consistently praises appropriate behaviors.
- The provider encourages social skills by teaching and modeling appropriate interaction.
- The provider takes time to give parents regular feedback on the child's progress and daily activities.
- The provider allows for the safe expression of curiosity.
- The provider allows quiet time as an alternative if the child does not sleep during naptime.

## About the Curriculum

- Activities are designed to develop children's self-esteem and promote positive feelings toward learning.
- The materials and activities are meaningful to the child in the context of the child's experience and development.
- The children have daily opportunities for artistic expression through various forms of art and music.
- Materials and enough time is available for creative and dramatic play.
- The toys are safe, age appropriate, and interesting to your child. They reflect diverse population (i.e., gender, race, ethnicity, and disabilities).
- Lesson plans include weekly or monthly themes that focus on a special area of interest (i.e., seasons, animals, nutrition, cultures, etc.).
- Clear, consistent, simple rules are listed in a positive format (i.e., "Do..." rather than "Don't..."). The provider sets a good example by modeling and encouraging expected behavior.
- The provider speaks to each child individually.
- The provider encourages language development by speaking clearly. The provider offers experiences to extend language abilities such as reading stories, circle time, music, etc.
- Children have outdoor play time regularly to develop large motor skills, learn about outdoor environments, and express themselves freely and loudly.
- Field trips and special events are planned periodically. Permission slips are given to parents to sign.

*Continued*

# Preschool Continued



## Preschool Checklist (continued)



### About the Environment

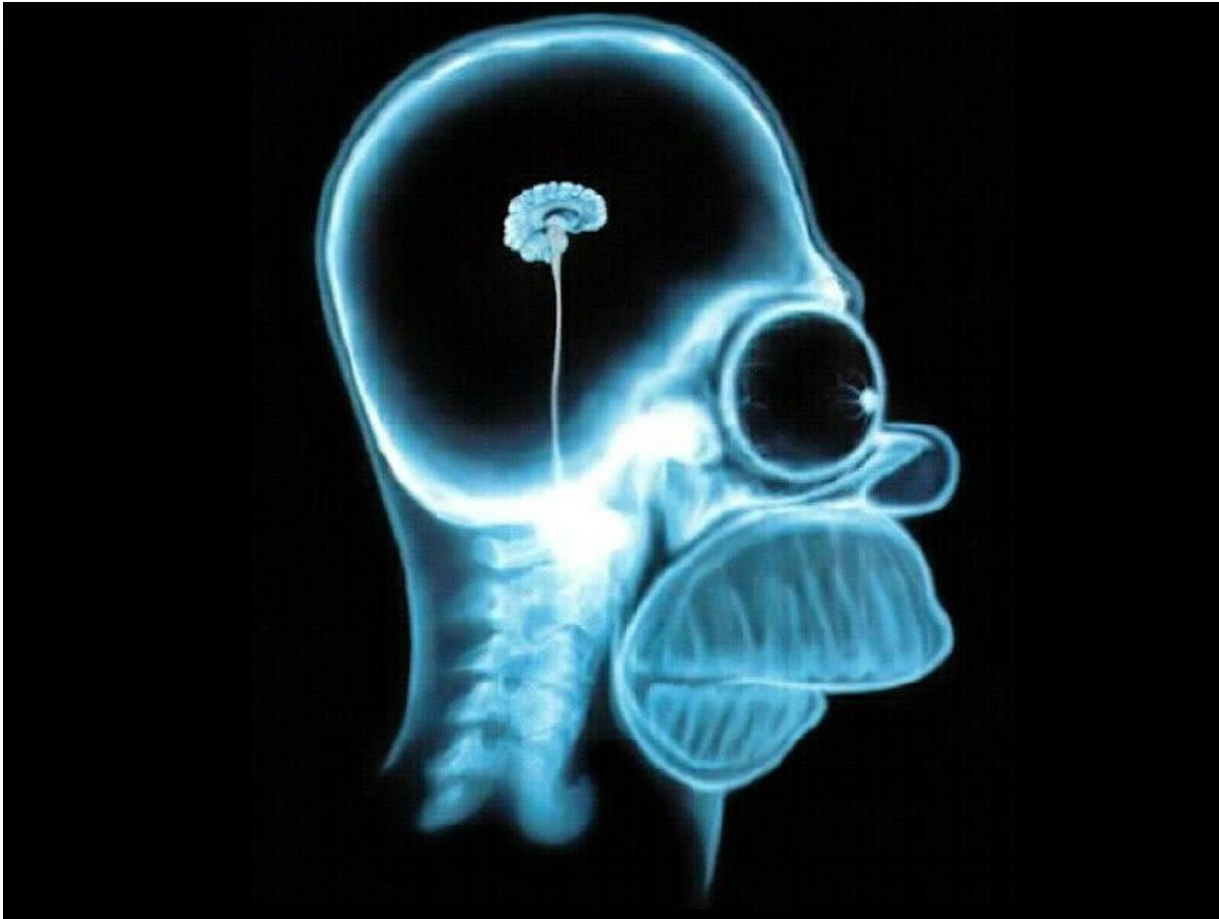
- A number of books are available for the children. The children are encouraged to look at books during free time. The books are rotated periodically.
- The sleeping area is roomy and free of distractions. Each child has his or her own individual cot or bed, elevated from the floor.
- The bathroom is cleaned and sanitized daily. It is safe and

- Toilet-training equipment is available for children learning to use the bathroom independently. The bathroom routine is consistent with what your child is used to.
- The outdoor equipment is safe and age-appropriate for your preschooler.

### Other Topics to Discuss

- The program has a low ratio of children to staff. See the First Steps brochure for examples.
- The provider has worked in a child care program for at least one year.
- The provider has a back-up plan in place when he/she is sick or is on planned vacation.

Studies of rats -who have the same neurotransmitters and similar brain structure as humans-who were deprived of play had **more immature patterns** of neuronal connections prefrontal cortex.



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## Red Flags

- Directive instead of reflective
- Sitting at tables for long periods of time and/or restriction of movement
- Overuse of media



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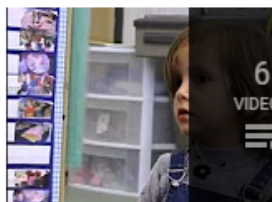


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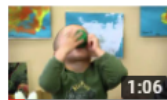
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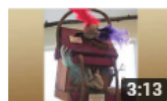
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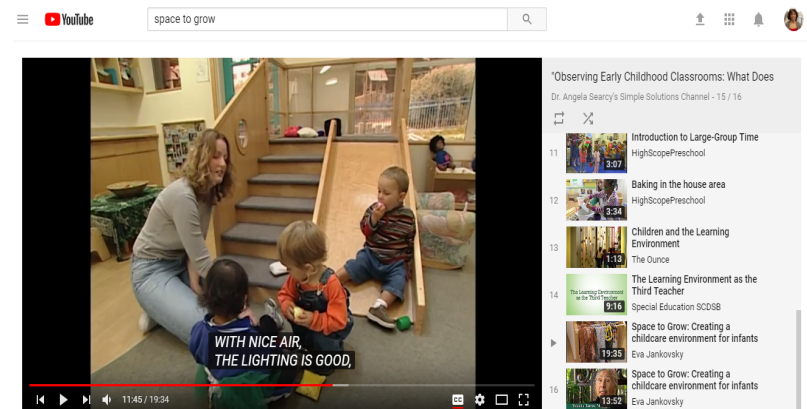
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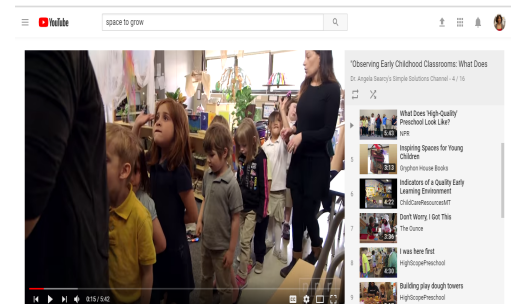
# Environment

- Safe spaces arranged for autonomy and independence
  - (accessible materials, labeled shelves, ample space to move freely, child sized)
- Play areas for blocks, art, pretend play, music and movement, sand/water, and books are clearly defined
- Ample space for children and adults to move freely
- Calming and comfortable
- Engaging



# Interactions

- **T**- talk about what they are doing, the child does and what other children and adults are doing
- **E**- extend children's thinking with open-ended questions, prompts and conversations "What do you notice?" "How did that happen?" "What do you hear, feel, etc.?" "What will happen if...?" "Why did you group these together?"
- **A**- acknowledge, describe and demonstrate "I see you are making a tower" "I hear you talking" "I see you mixing yellow and blue together" "lets see what I can build with five square blocks" "I can tell you are angry your friend took your block"
- **C**- "You are working so hard" "Keep trying, keep turning the pieces" "You discovered a way to fit the block in the tube!" Clear expectations "walking feet" "quiet voices"
- **H**- hone in on language/literacy, math, science, etc. in everyday routines and playful experiences





# Let's Stay Connected

Angela Nelson-Searcy

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