

# School Age PQA Adaptations for Virtual Program Observation

This document is intended as a guide to support the use of the School Age PQA in virtual program observations and self-assessment. Each item from the School Age PQA, below, is color-coded according to its potential for application or adaptation to virtual program observation and assessment. The accompanying document, *Virtual Program Preparation & Safety Checklist*, outlines additional considerations for quality practices in a virtual space.

## KEY

To be scored unmodified for virtual observation.

Could be scored unmodified for virtual observation (relevant examples may differ from items in PQA).

These items either are not likely to be observed during the virtual observation or pose challenge due to modality limitations. Some of these items have been incorporated into a checklist. See *Virtual Program Preparation & Safety Checklist* for alternate considerations).

Could be omitted for virtual observation.

## I. SAFE ENVIRONMENT

### Emotional Safety

1. Positive emotional climate
2. Lack of bias

### Healthy Environment

1. Free of health and safety hazards
2. Clean and sanitary
3. Adequate ventilation and lighting
4. Comfortable temperature

### Emergency Preparedness

1. Posted emergency procedures
2. Accessible fire extinguisher
3. Visible first-aid kit
4. Appropriate safety equipment
5. Supervised indoor entrances
6. Supervised access to outdoors

### Accommodating Environment

1. Sufficient Space
2. Suitable Space
3. Enough comfortable furniture
4. Flexible physical environment
5. (SA) Appropriately sized furniture

### Nourishment

1. Available drinking water
2. Plentiful food and drinks
3. Nutritious food and drink

## II. SUPPORTIVE ENVIRONMENT

### Warm Welcome

1. Children greeted
2. Staff warm and respectful
3. Positive staff body language

### Session Flow

1. Starts and ends on time
2. Materials ready
3. Sufficient materials
4. Explains activities clearly
5. Appropriate time for activities

### Active Engagement

1. Children engage with materials or ideas
2. Children talk about activities
3. (SA) Children make connections

### Skill-Building

1. Learning Focus linked to activity
2. Staff encourages children to try skills
3. Staff models skills
4. Staff breaks down tasks
5. Support for struggling children

## II. SUPPORTIVE ENVIRONMENT (continued)

### Encouragement

1. Staff uses non-evaluative language
2. Staff asks open-ended questions

### Child-Centered Space

1. (SA) Well defined interest area
2. (SA) Sufficient materials in interest areas
3. (SA) Children's work displayed
4. (SA) Children select displays
5. (SA) Open-ended materials
6. (SA) Easily accessible materials
7. (SA) Thirty minutes interest-based activities

## III. INTERACTION

### Managing Feelings

1. (SA) Staff acknowledge feelings
2. (SA) Staff asks children to explain situation
3. (SA) Helps children respond appropriately
4. (SA) Children suggest solutions

### Belonging

1. Opportunities for children to get to know each other
2. Inclusive relationships
3. Children identify with program
4. (SA) Structured small group activities

### School-Age Leadership

1. (SA) Practice group process skills
2. (SA) Opportunities to help another child
3. (SA) Structured opportunities to lead group

### Interaction with Adults

1. (SA) Staff at eye level
2. (SA) Staff works side by side
3. (SA) Staff circulates
4. (SA) Staff interacts positively

## IV. ENGAGEMENT

### School-Age Planning

1. (SA) All children plan
2. Multiple planning strategies used
3. (SA) Share plans in tangible ways

### Choice

1. (SA) Authentic choice
2. (SA) Open-ended choices

### Reflection

1. Intentional reflection
2. Multiple reflection strategies
3. Structured opportunities to provide feedback

### Responsibility

1. (SA) Opportunities for routine tasks
2. (SA) Staff do not intervene intrusively