

**IQPPS Program Tour Form  
(All Classrooms)**

Conducted by: Name \_\_\_\_\_

Date conducted: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_  
                          month                    day                    year

**Instructions:** The IQPPS Program Tour Form is an optional tool for use. This tool may be used to review materials, equipment, and aspects of program physical space in relation to some of the IQPPS criteria. While partial IQPPS criteria descriptions are provided, this tool does not include [complete IQPPS criteria](#) descriptions nor do the prompts address all components of each IQPPS criterion included. The IQPPS Program Tour Form is for use for purposes of self-assessment and program improvement. This tool may be used by teachers for self-reflection and personal goal setting. This tool may also be used for peer review, support, and collaboration, or for walk-through by an instructional coach, program administrator, or AEA consultant for coaching and support as part of continuous improvement. Finally, this tool could be used for needs assessment of materials, supplies, and equipment needed by classrooms to support implementation of IQPPS criteria. The IQPPS Program Tour Form should not be used for evaluative purposes.

Examine all indoor and outdoor areas for equipment, materials, health, and safety criteria listed on this form. For materials and equipment, place a check in the box corresponding to the classroom if all items listed are observed. Use the Notes column to record items missing or suggestions for improvement.

**Identify classrooms included in this program tour:**

Teacher/Classroom Name	Building/Site Name
1.	
2.	
3.	
4.	
5.	

6.	
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**IQPPS PROGRAM TOUR FORM**

Items	Teacher/Classroom (Check if all items present)						NOTES (items missing or suggestions for improvement)
	1	2	3	4	5	6	

**INDOOR AREAS**

<p>IQPPS 1.7: Teaching staff counter potential bias and discrimination by...</p> <p><i>Look for:</i></p> <p>(a) <i>Visual images of adult roles, differing abilities, and ethnic/cultural backgrounds that counter stereotypes.</i></p> <p>(b) <i>Props such as dolls, block families, community helper figures, puppets, and other people props; paper, drawing, and painting materials to draw people; reflective of diversity and which counteract stereotypical limitations.</i></p> <p>(c) <i>Multicultural materials that promote appreciation for diversity while being respectful of the cultural traditions, values, and beliefs of families being served.</i></p>							
<p>IQPPS 2.3: The curriculum guides the development of a daily schedule that is predictable yet flexible and responsive to individual needs of the children. The schedule...</p> <p>IQPPS 5.16: The program prepares written menus, posts them where families can see them, and has copies available for families. Menus are kept on file for review by a program consultant.</p> <p><i>Look for a family information board specific to the classroom, including a daily schedule, menu, and scheduled events.</i></p>							

Items	Teacher/Classroom (Check if all items present)						NOTES (items missing or suggestions for improvement)
	1	2	3	4	5	6	
<p>IQPPS 2.4: Materials and equipment used to implement the curriculum reflect the lives of the children and families as well as the diversity found in society, including...Materials and equipment...</p> <p>IQPPS 9.1: A variety of age and developmentally appropriate materials and equipment are available indoors and outdoors for children throughout the day. This equipment includes...</p> <p><i>Look for dramatic play equipment that is developmentally and culturally appropriate, such as child- sized dishes and utensils, foods, cooking equipment, and kitchen; dolls, reflecting the ethnic diversity in the classroom and in the greater world, and equipment to care for them such as doll beds, doll high chairs, or rocking chair; a small table and chairs; magazines and cookbooks; writing materials; dress up clothes and accessories that represent occupations and cultures of children's families; and specialized props (e.g., for a grocery store, school, hospital). Materials are rotated to correspond to children's studies or interests.</i></p>							

Items	Teacher/Classroom (Check if all items present)						NOTES (items missing or suggestions for improvement)
	1	2	3	4	5	6	
<p>IQPPS 2.4: Materials and equipment used to implement the curriculum reflect the lives of the children and families as well as the diversity found in society, including...Materials and equipment...</p> <p>IQPPS 2.14: Children have multiple and varied opportunities to write...Children are given the support they need to write on their own, including access to...</p> <p>IQPPS 2.16: Children are provided varied opportunities and materials to build an understanding of numbers, number names, and their relationship to object quantities and to symbols.</p> <p>IQPPS 2.17: Children are provided varied opportunities and materials to categorize by one or two attributes, such as shape, size, and color.</p> <p>IQPPS 2.18: Children are provided varied opportunities and materials to help them understand the concept of measurement by using...</p> <p><i>Look for:</i></p> <p>(a) <i>Blocks, such as a full set of wooden unit blocks; other types of blocks such as foam, cardboard, or hollow; and block props such as vehicles, road signs, and people. Block props should be culturally diverse.</i></p> <p>(b) <i>Writing materials to make plans or sketch what is made and books with buildings and pictures of buildings.</i></p> <p>(c) <i>Additional materials that are rotated, such as farm props, city props, and zoo props.</i></p>							

Items	Teacher/Classroom (Check if all items present)						NOTES (items missing or suggestions for improvement)
	1	2	3	4	5	6	
<p>IQPPS 2.8: Children are provided varied opportunities and materials that support fine-motor development.</p> <p>IQPPS 2.16: Children are provided varied opportunities and materials to build an understanding of numbers, number names, and their relationship to object quantities and to symbols.</p> <p><i>Look for manipulatives such as small-muscle manipulatives (e.g., plastic building blocks, pegboards, stringing beads, lacing cards, parquetry blocks), simple games (e.g., lotto, bingo, Candyland), and puzzles such as wooden and large floor puzzles.</i></p>							
<p>IQPPS 2.12: Children have opportunities to become familiar with print. They are actively involved in making sense of print, and they have opportunities to become familiar with, recognize, and use print that is accessible throughout the classroom...</p> <p>IQPPS 2.13: Children have varied opportunities to...</p> <p><i>Look for books (including both fiction and nonfiction, storybooks, books with rhymes, alphabet books, and wordless books); comfortable places to sit; print materials; the alphabet displayed at child eye level or available on laminated cards.</i></p>							

Items	Teacher/Classroom (Check if all items present)						NOTES (items missing or suggestions for improvement)
	1	2	3	4	5	6	
<p>IQPPS 2.14: Children have multiple and varied opportunities to write...Children are given the support they need to write on their own, including access to...</p> <p><i>Look for:</i></p> <p>(a) <i>Writing materials provided not only in the writing center but also in art, dramatic play, and other centers.</i></p> <p>(b) <i>Materials such as pens and pencils; a variety of paper types, sizes and colors; materials for tracing such as templates, rulers; envelopes; glue sticks; paper clips and other tools for sticking papers together; alphabet strips; and meaningful words having to do with a study or daily life such as mom and their names.</i></p>							

Items	Teacher/Classroom (Check if all items present)						NOTES (items missing or suggestions for improvement)
	1	2	3	4	5	6	
<p>IQPPS 2.16: Children are provided varied opportunities and materials to build an understanding of numbers, number names, and their relationship to object quantities and to symbols.</p> <p>IQPPS 2.17: Children are provided varied opportunities and materials to categorize by one or two attributes, such as shape, size, and color.</p> <p>IQPPS 2.18: Children are provided varied opportunities and materials to help them understand the concept of measurement by using...</p> <p>IQPPS 2.19: Children are provided varied opportunities and materials to understand basic concepts of geometry by, for example, naming and recognizing two- and three- dimensional shapes and recognizing how figures are composed of different shapes.</p> <p>IQPPS 2.20: Children are provided varied opportunities and materials that help them recognize and name repeating patterns.</p> <p><i>Look for materials for math such as collections, patterning and sorting games; materials for counting such as stones, shells, nuts, counters; materials for graphing and estimation; materials for patterning such as small animals, pattern blocks, shapes, blocks; materials for geometry such as one-, two-, and three-dimensional shapes in a variety of sizes and configurations; materials to build shapes; materials for measuring such as rulers, measuring cups; and materials for nonstandard measurement such as yarn, and sticks.</i></p>							



Items	Teacher/Classroom (Check if all items present)						NOTES (items missing or suggestions for improvement)
	1	2	3	4	5	6	
<p>IQPPS 2.21: Children are provided varied opportunities and materials to learn key content and principles of science such as...</p> <p><i>Look for science materials that encourage use of the five senses to observe, explore, and experiment; tools for inquiry such as magnifying glasses, measuring materials, magnets and binoculars, or bug holders; nonfiction books about science; materials to float and sink; living and non-living things such as plants, rocks, shells; and photos about scientific concepts such as life cycles.</i></p>							
<p>IQPPS 2.24: All children have opportunities to access technology (e.g. tape recorders, microscopes, and computers) that they can use...</p> <p><i>Look for technology materials such as audio recording devices, cameras, microscopes, and computers/tablets available for children's use.</i></p>							
<p>IQPPS 2.26: Children are provided many and varied open-ended opportunities and materials to express themselves creatively through... <i>Look for materials for art such as easels; art materials for painting, drawing, sculpting, and collage, for example, different types of paint (finger, tempera, puffy, watercolors); paintbrushes in a variety of sizes and thicknesses; scissors; glue, paste, glue sticks; collage materials such as cardboard tubes and boxes, material scraps, paper, tissue paper, pompoms, feathers, buttons, etc; markers, pens, pencils; sculpting material such as soft play dough, clay, or other types of sculpting materials; shaping tools such as rolling pins, cutting instruments, and cookie cutters.</i></p>							

Items	Teacher/Classroom (Check if all items present)						NOTES (items missing or suggestions for improvement)
	1	2	3	4	5	6	
<p>IQPPS 2.27: Children are provided varied opportunities and materials that encourage good health practices such as serving and feeding themselves, rest, good nutrition, exercise, hand washing, and tooth brushing.</p> <p>IQPPS 2.28: Children are provided varied opportunities and materials that help them learn about nutrition, including...</p> <p><i>Look for materials available to teach good health practices, such as photos and displays of hand washing procedures; poster of the food pyramid, safety rules, food preparation; traffic signs; tooth brushing graphic. Materials for learning about doctors, hospitals, etc. such as books, doctor kits, and lab coats.</i></p>							
<p>IQPPS 2.30: Children are provided varied opportunities and materials to learn about the community in which they live.</p> <p><i>Look for materials available to learn about the environment they live in such as farm props in the block area in an agricultural area, buses and city materials in a city; and pictures of local landmarks.</i></p>							
<p>IQPPS 3.3: Teaching staff are active in identifying and countering any teaching practices, curriculum approaches, or materials that are degrading with respect to gender, sexual orientation, age, language, ability, race, religion, family structure, background, or culture.</p> <p><i>Look for materials that are NOT degrading with respect to gender, sexual orientation, age, language, ability, race, religion, family structure, background, or culture.</i></p>							

Items	Teacher/Classroom (Check if all items present)						NOTES (items missing or suggestions for improvement)
	1	2	3	4	5	6	
<p>IQPPS 5.5: For children who are unable to use the toilet consistently, the program makes sure that...Staff check children for signs that diapers or pull-ups are wet or contain feces...In the changing area, staff...</p> <p><i>Look to see that the changing area is separated by a partial wall or located at least 3 feet from other areas that children use and that changing procedures are posted.</i></p>							
<p>IQPPS 5.12: For all children with disabilities who have special feeding needs, program staff keep a daily record documenting the type and quantity of food a child consumes and provide families with that information.</p> <p><i>Look for a daily record documenting the type and quantity of food consumed by all children with special feeding needs.</i></p> <p><i>Note: The specific information in the record need not be visible to observers for privacy, but the mechanism for providing such information to families should be apparent.</i></p>							
<p>IQPPS 5.13: For each child with special health care needs or food allergies or special nutrition needs, the child's health provider gives the program an individualized care plan that is prepared in consultation with family members and specialists involved in the child's care. ...</p> <p><i>Look for information posted about child food allergies in food preparation areas and areas of facility that children with allergies use.</i></p> <p><i>Note: Not applicable if no children with food allergies OR if parents do not give consent to post information. The specific information posted may be covered for privacy as long as all food preparation and teaching staff are aware of how to access the information.</i></p>							

Items	Teacher/Classroom (Check if all items present)						NOTES (items missing or suggestions for improvement)
	1	2	3	4	5	6	
IQPPS 5.14: Clean sanitary drinking water is made available to children throughout the day. <i>Look for clean, sanitary drinking water available to children through drinking fountains, individual drinking containers, etc.</i>							
IQPPS 9.1: A variety of age and developmentally appropriate materials and equipment are available indoors and outdoors for children throughout the day. This equipment includes... <i>Look for:</i> (a) <i>Sensory materials such as sand, water, play dough, paints, and blocks (a variety of developmentally appropriate materials).</i> (b) <i>Materials that support other curricular areas.</i> (c) <i>Large-motor equipment that is developmentally appropriate for pulling up; walking; climbing in or over; moving through, around, and under; pushing, pulling, and riding.</i>							
IQPPS 9.2: The indoor environment is designed so that staff can supervise children by sight and sound at all times without relying on artificial monitoring devices. In semiprivate areas, it is always possible for both children and adults to be observed by an adult from outside the area. <i>Look for:</i> (a) <i>Classrooms that are designed so that staff can supervise children by sight and sound at all times without relying on artificial monitoring devices.</i> (b) <i>Semi-private areas in which both children and adults can be observed by an adult from outside the area.</i>							

Items	Teacher/Classroom (Check if all items present)						NOTES (items missing or suggestions for improvement)
	1	2	3	4	5	6	
<p>IQPPS 9.4: Indoor space is designed and arranged to...</p> <p><i>Look for:</i></p> <p>(a) <i>Semiprivate areas indoors where children can play or work alone or with a friend.</i></p> <p>(b) <i>Areas that accommodate children in small groups, individually, and large groups.</i></p> <p>(c) <i>Adaptations that have been made in order to provide full access for children with disabilities to the curriculum and to the indoor space.</i></p>							
<p>IQPPS 9.9: There is a minimum of 35 square feet of usable space per child in each of the primary indoor activity areas.</p> <p><i>Look for a minimum of 35 square feet of usable space per child in each of the primary indoor activity areas (not including diapering stations, large structures not easily moved, toilets, sick-child area, staff rooms, corridors or hallways, stairways, closets, lockers or cubbies, laundry rooms, janitor rooms, furnace rooms, storage areas and built-in shelving).</i></p>							
<p>IQPPS 9.13: Fully working fire extinguishers and fire alarms are installed in each classroom and are tagged and serviced annually. Fully working carbon monoxide detectors are installed in each classroom and are tagged and serviced annually.</p> <p><i>Look for a fully working fire extinguisher and fire alarm in each classroom that are tagged and serviced annually.</i></p> <p><i>(Check date on tag; if the program is located in school or other large building, fire alarm information may be kept in the office rather than tagged.) Fire extinguishers are not needed in buildings with built in sprinkler systems.</i></p>							

Items	Teacher/Classroom (Check if all items present)						NOTES (items missing or suggestions for improvement)
	1	2	3	4	5	6	
<p>IQPPS 10.8: The program has written procedures that outline the health and safety information to be collected from families and to be maintained on file for each child in one central location within the facility. The files are kept current by updating as needed, but at least quarterly. The content of the file is confidential, but is immediately available to...</p> <p><i>Look for health and safety information for each child, which is maintained in one central location within the facility (that the child attends).</i></p>							
<p>IQPPS 10.10: The program has written and posted disaster preparedness and emergency evacuation policies and procedures. The procedures...</p> <p><i>Look for:</i></p> <p><i>(a) A posted evacuation plan.</i></p> <p><i>(b) Posted emergency telephone numbers.</i></p>							

Items	Teacher/Classroom (Check if all items present)						NOTES (items missing or suggestions for improvement)
	1	2	3	4	5	6	
<b>OUTDOOR AND OTHER AREAS</b>							
<p>IQPPS 2.9: Children have varied opportunities and are provided equipment to engage in large motor experiences that...</p> <p>IQPPS 9.1: A variety of age and developmentally appropriate materials and equipment are available indoors and outdoors for children throughout the day. This equipment includes...</p> <p>IQPPS 9.5: Outdoor play areas, designed with equipment that is age and developmentally appropriate and that is located in clearly defined spaces with semiprivate areas where children can play alone or with a friend, accommodate... <i>Look for motor experiences available, such as running, climbing, balancing, riding, jumping, or swinging.</i></p>							
<p>IQPPS 9.1: A variety of age and developmentally appropriate materials and equipment are available indoors and outdoors for children throughout the day. This equipment includes...</p> <p><i>Look for:</i></p> <p>(a) <i>Dramatic play materials such as cars, trucks, digging materials, home living materials, dishes, measuring cups, dress up clothes representing work and play, signs for the trike path.</i></p> <p>(b) <i>Sensory materials available outdoors such as paints and play dough.</i></p> <p>(c) <i>Materials that support curriculum goals in literacy, math, science, social studies and other content areas are available for outdoor play such as blocks and materials to build ramps and experiment with cause and effect.</i></p>							
Items	Teacher/Classroom (Check if all items present)						NOTES (items missing or suggestions for improvement)

	1	2	3	4	5	6	
<p>IQPPS 9.5: Outdoor play areas, designed with equipment that is age and developmentally appropriate and that is located in clearly defined spaces with semiprivate areas where children can play alone or with a friend, accommodate...</p> <p><i>Look for:</i></p> <p>(a) <i>Outdoor play areas with age and developmentally appropriate equipment in clearly defined spaces with semiprivate areas where children can play alone or with a friend.</i></p> <p>(b) <i>An outdoor area with some natural surfaces and materials including nonpoisonous plants, shrubs, and trees.</i></p> <p>(c) <i>Adaptations made to the outdoor area so children with disabilities can fully participate in the outdoor curriculum and activities.</i></p>							
<p>IQPPS 9.6: Program staff provide for an outdoor play area that is protected by fences or by natural barriers to prevent access to streets and to avoid other dangers, such as pits, water hazards, or wells.</p> <p><i>Look for a fenced outdoor area to prevent access to street or other dangers such as open water.</i></p>							
<p>IQPPS 9.7: The outdoor play area is arranged so that staff can supervise children by sight and sound.</p> <p><i>Look for an outdoor area arranged so that staff can supervise children by sight or sound (may need to cross check with staffing plan for outdoors).</i></p>							
<p>IQPPS 9.8: The outdoor play area protects children from...</p> <p><i>Look for an outdoor area that provides protection from excessive wind and direct sunlight such as trees or a shade structure.</i></p>							
<b>Items</b>	<b>Teacher/Classroom (Check if all items present)</b>						<b>NOTES (items missing or suggestions for improvement)</b>



	1	2	3	4	5	6	
<b>ALL AREAS</b>							
<p>IQPPS 9.10: Facilities meet Americans with Disabilities Act (ADA) accessibility requirements. Accessibility includes access to buildings, toilets, sinks, drinking fountains, outdoor play space, and all classroom and therapy areas.</p> <p><i>Look for facilities that meet ADA accessibility requirements (NA if exempt).</i></p>							
<p>IQPPS 9.11: Program staff protect children and adults from hazards, including electrical shock, burns or scalding, slipping, tripping, or falling. Floor coverings are secured to keep staff and children from tripping or slipping.</p> <p><i>Look for:</i></p> <p>(a) <i>Secured floor coverings to keep staff and children from slipping.</i></p> <p>(b) <i>Protection against/avoidance of hazards such as electrical shock, scalding, burns, and slipping or tripping.</i></p>							
<p>IQPPS 9.12: Fully equipped first-aid kits are readily available and maintained for each group of children. Staff take at least one kit to the outdoor play areas as well as on field trips and outings away from the site.</p> <p><i>Look for the availability of a fully equipped first aid kit.</i></p>							

Items	Teacher/Classroom (Check if all items present)						NOTES (items missing or suggestions for improvement)
	1	2	3	4	5	6	
<p>IQPPS 9.14: Any body of water, including swimming pools, built-in wading pools, ponds, and irrigation ditches, is enclosed by a fence at least four feet in height, with any gates childproofed to prevent entry by unattended children. To prevent drowning accidents, staff supervise all children by sight and sound in all areas with access to water in tubs, pails, and water tables.</p> <p><i>Look to see that any body of water, including swimming pools, built-in wading pools, ponds, irrigation ditches, is enclosed by a fence at least four-feet high with any gates childproofed to prevent entry by unattended children.</i></p>							
<p>IQPPS 9.15: The facility and outdoor play areas are entirely smoke free. No smoking is permitted in the presence of children.</p> <p><i>Look to see that the facility is smoke free both inside and outside.</i></p>							

ALL AREAS SUMMARY	Check if Yes	Notes (specify what is needed in order to address particular criteria)
Are additional materials, supplies or equipment needed in order to address any of the IQPPS criteria that were part of the tour?		
If additional materials, supplies, or equipment are needed, are any of the needed items already available but not in use in the classroom? In the building? In other buildings?		