Self-Study Manual
for Infant/Toddler Programs
(Serving Children Birth to 24 Months)

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Missouri Accreditation of Programs for Children and Youth
P.O Box 104175 Jefferson City, Missouri 65110

Directions:

The Program Director/Administrative staff is responsible for ensuring that all staff know and understand the expectations of all the indicators. The expectation is that every staff member has a working knowledge of the accreditation process, policy and procedures, and the indicators. A team of staff members should complete the self-study using the one to three rating scale. This is the staff member's self-assessment of how the program meets the self-study indicators. It is the responsibility of the Program Director/Administrative staff to submit the self-study through the on-line MARIT system. If the application is accepted a MOA review team will evaluate the program site for compliance with each indicator.

The self-study should be scored using the rating scale of one (1) to three (3)

1- Indicator is met

2- Indicator is not met

3- Indicator is not applicable to the program

A program site must have a completed scored self-study for each of the following age groups served:

- Infant Toddler, birth-23 months
- Early Childhood, 24 months - 6 years
- School Age, kindergarten – 17 years

I. **Health, Safety, and Nutrition**

Quality Indicators	Ratings	
1. The Adult/Child Ratio must meet Missouri Accreditation policy as follows: • Ages Birth to 24 months: Groups composed of mixed ages to 2 years shall have no less than 1 adult to 4 children, with a maximum group size of 8 children. One Missouri Accreditation qualified Lead Teacher required for each classroom/age group.	1	2
2. Children are never left unsupervised for any amounts of time. There is always a Missouri Accreditation qualified adult present supervising infants and toddlers.	1	2
3. The staff is positioned to see all areas that are used by children, move around as needed to keep a close eye on children, and are attentive to children's basic safety needs.	1	2
4. Staff anticipates and takes actions to prevent safety problems (lock dangerous areas to keep children out, wipe up spills to prevent falls).	1	2
5. Toxic substances, dangerous materials and all items marked "keep out of reach of children" are stored in original labeled container and kept in a locked room or cabinet, inaccessible to children, and away from medications and foods. This includes hand sanitizers marked as "keep out of reach of children."	1	2
6. Bathrooms are sanitary and safe.	1	2
7. Toilets and hand-washing facilities are clean.	1	2
8. Provisions are available for safely reaching sinks and toilets.	1	2
9. Clean sanitary drinking water is made available to children throughout the day. Water is readily available (cups by sink, drinking fountain, or pitcher of water and cups).	1	2

Remarks/Comments: Select one indicator from above and comment on how this indicator will be viewed in your classroom(s).

I. **Health, Safety, and Nutrition**

Quality Indicators	Ratings	
10. Diapering table is an easy-to-clean surface; surface is cleansed, rinsed, and sanitized after each diaper change, using the 3-step sanitation method. (Wash with soapy water, rinse with clean water, sanitize with bleach water solution, and allow the table surface to air dry. A clean paper towel must be used with the first two steps.)	1	2
11. Storage for diapering and gloves are located near the changing table and easy to reach.	1	2
12. Warm running water is available near the changing table.		
13. Hand washing occurs after diapering of both the child and adult, wipes may not be used as a substitute for soap and water.	1	2
14. Adults wash their hands after the child is changed, diapers disposed, and the changing surface cleaned.	1	2
15. Soiled diapers are placed in containers with tight fitting lids.	1	2
16. Child-size toilets (or adapters) and sinks are provided. (Provisions are made so children can reach the sink if not child-size.)	1	2
17. Potty chairs must be cleaned, rinsed and sanitized after each use.	1	2
18. Program staff provides an outdoor play area that is protected by fences to prevent access to streets and to avoid other dangers, (pits, water, hazards, or wells).	1	2
19. In the event of the Program Director's absence, an appropriate on-site person is designated to assume authority and to take action in an emergency and all staff are able to identify who is in charge. (Give the name of the staff member in the Remarks/Comments section on this page.)	1	2

Remarks/Comments: Select one indicator from above and comment on how this indicator will be viewed in your classroom(s).

I. **Health, Safety, and Nutrition**

Quality Indicators | Ratings

Staff washes their hands with liquid/foam soap and running water. Using antiseptic waterless washes does not count as substitutes for hand washing with soap and water.

20. Upon arrival to the classroom	1	2
21. When moving from one room to another	1	2
22. Before and after serving or preparing food/bottles or after handling any food	1	2
23. When administering medicine	1	2
24. When treating injuries	1	2
25. After diapering and assisting children with toileting	1	2
26. After nose wiping	1	2
27. After handling bodily fluids	1	2
28. After cleaning or handing the garbage	1	2
29. After touching contaminated objects (animals, trash can lids, walls, hand rails, sand, dirt or water play)	1	2
30. After outdoor play	1	2

Remarks/Comments: Select one indicator from above and comment on how this indicator will be viewed in your classroom(s).

I. **Health, Safety, and Nutrition**

Quality Indicators Ratings

Children wash their hands independently or with staff assistance. Hand washing for children require that both hands be washed with liquid/foam soap and rinsed thoroughly under water for approximately 10 seconds. Using antiseptic waterless washes does not count as substitutes for hand washing with soap and water.

31. Upon arrival for the day	1	2
32. After toileting or diapering	1	2
33. After nose wiping	1	2
34. After sneezing or coughing when hands are contaminated	1	2
35. Before and after meals and snacks	1	2
36. After playing in water that is shared by two or more people	1	2
37. After touching contaminated objects (animals, trash can lids, walls, hand rails, sand, dirt or water play	1	2
38. After outdoor play	1	2

Remarks/Comments: Select one indicator from above and comment on how this indicator will be viewed in your classroom(s).

I. **Health, Safety, and Nutrition**

Quality Indicators	Ratings		
39. Procedures (standard precautions) for the handing of blood and bodily fluids are used	1	2	
40. When spills or body fluids occur; staff cleans them up immediately with the three step method (Wash with soapy water, rinse with clean water, sanitize with bleach water solution, and allow the table surface to air dry. A clean paper towel must be used with the first two steps.)	1	2	
41. Non-porous gloves are used when blood or body fluids are involved.	1	2	
42. A first-aid kit is readily available in all classrooms, for outdoor play and for field trips.	1	2	
43. Emergency numbers are visibly accessible. (Local Emergency phone number or 9-1-1 and Poison Control)	1	2	
44. All areas occupied by the children at any time are smoke-free.	1	2	
45. A supervised isolation area is provided for ill children until picked up by a parent or emergency back-up person.	1	2	
46. Pools are filtered and adult/child ratios exceed minimum licensing requirements to ensure children's safety. Unfiltered wading pools/swimming pools are not used.	1	2	3 (N/A)
47. An adult with a valid lifeguard training certificate, including CPR, is present at all times when a swimming or wading pool containing a depth of 36" or more of water is being used.	1	2	3 (N/A)

Remarks/Comments: Select one indicator from above and comment on how this indicator will be viewed in your classroom(s).

I. Health, Safety, and Nutrition

Quality Indicators	Ratings	
48. If food is provided, it must be prepared and served hygienically	1	2
49. Feeding tables are sanitized before and after each meal, using the three step method. (Wash with soapy water, rinse with clean water, sanitize with bleach water solution, and allow the table surface to air dry. A clean paper towel must be used with the first two steps.)	1	2
50. Well-balanced meals and snacks are served in child-size portions and age appropriate.	1	2
51. Foods that might cause choking and foods too hot or too cold are not served.	1	2
52. Bottles are not propped, but infants are held during bottle feeding.	1	2
53. Infants birth through 3 months may be fed iron-fortified infant formula or breast milk, following the eating plan developed between the parents and child-care staff.	1	2
54. Infants 4 months through 7 months in addition to iron-fortified infant formula or breast milk, iron fortified infant cereal may be fed (when ready) for breakfast and lunch/supper and fruit and/or vegetable (not juice) may be fed (when ready) for lunch/supper, following the eating plan developed between the parents and child-care staff.	1	2
55. Breakfast for infants 8 months through first birthday consists of 1) iron-fortified infant formula or breast milk and 2) iron fortified infant cereal, following the eating plan developed between the parents and child-care staff.	1	2
56. Lunch/supper for infants 8 months through first birthday consists of 1) iron-fortified infant formula or breast milk, 2) iron fortified infant cereal or meat or meat alternate, and 3) one serving of fruit or vegetable (no juice), following the eating plan developed between the parents and child-care staff.	1	2

Remarks/Comments: Select one indicator from above and comment on how this indicator will be viewed in your classroom(s).

I. **Health, Safety, and Nutrition**

Quality Indicators	Ratings		
57. Snack for infants 8 months through first birthday consists of 1) iron-fortified infant formula or breast milk and 2) "crusty bread" or crackers may be added, following the eating plan developed between the parents and child-care staff.	1	2	
58. Breakfast for toddlers between 12 and 24 months consists of 1) fluid serving of milk, 2) juice or fruit or vegetable, and 3) bread or bread alternate following the eating plan developed between the parents and child-care staff.	1	2	
59. Lunch/supper for toddlers between 12 and 24 months consists of 1) fluid serving of milk, 2) meat or meat alternate, 3) two servings from fruit/vegetable components, and 4) bread or bread alternate following the eating plan developed between the parents and child-care staff.	1	2	
60. Snacks for toddlers between 12 and 24 months consists of two items selected from two of the four components: 1 milk, 2) juice or fruit or vegetable, 3) bread or bread alternate, and 4) meat or meat alternate following the eating plan developed between the parents and child-care staff.	1	2	
61. Eating utensils are suitable for the size and developmental level of the children.	1	2	
62. Meals and snack times are relaxed and characterized by pleasant conversation	1	2	
63. Water tables are emptied daily, or more frequently as needed. Basin and toys are washed, rinsed and sanitized after use.	1	2	3 (N/A)
64. Toys and materials are routinely picked up to provide walking space and accessibility to exits in an emergency.	1	2	
65. Fire extinguishers are available, charged and tested annually.	1	2	
66. Staff anticipates and takes action to prevent safety problems both indoors and outdoors	1	2	

Remarks/Comments: Select one indicator from above and comment on how this indicator will be viewed in your classroom(s).

I. **Health, Safety, and Nutrition**

Quality Indicators | Ratings

The following indicators (indicators 67 through 81) apply anytime the children leave the facility, whether the children are walking or being transported in a vehicle:

67. Constant supervision is provided for children of all ages even when away from the facility.	1	2	3 (N/A)
68. Written parental permission for all children is received prior to each trip.	1	2	3 (N/A)
69. All field trips provide developmentally appropriate experiences for all children.	1	2	3 (N/A)
70. Site maintains a written emergency action plan to be followed in the occurrence of an accident.	1	2	3 (N/A)
71. Information is left at the school site and a copy taken on the trip, which includes names of all children and adults, the destination and times.	1	2	3 (N/A)
72. Identifying information (the name of the staff/provider, children and the names, addresses and telephone numbers of each child's parent/guardian) is carried by the child care staff at all times.	1	2	3 (N/A)
73. MOA Adult/child ratios are maintained at any time the children are away from the facility.	1	2	3 (N/A)
74. Face-to-name head counts of children are taken before leaving the facility, during the activity, after taking the children to bathrooms, and when they return to the facility. Written documentation of this will be maintained on site.	1	2	3 (N/A)

Remarks/Comments: Select one indicator from above and comment on how this indicator will be viewed in your classroom(s).

I. **Health, Safety, and Nutrition**

Quality Indicators	Ratings		
75. Face-to-name head counts of children are taken before leaving the facility, entering the vehicle, during the activity, after taking the children to the bathrooms, after returning to the vehicle, and when returning to the facility. Written documentation of this will be maintained on site.	1	2	3 (N/A)
76. The driver of any vehicle used to transport children is no less than 18 years of age and has a valid driver's license as required by Missouri law.	1	2	3 (N/A)
77. All vehicles used to transport children are licensed in accordance with Missouri law and carry appropriate insurance.	1	2	3 (N/A)
78. All children being transported are seated in a permanent seat and restrained by seat belts or child restraint devices as required by Missouri law.	1	2	3 (N/A)
79. Appropriate supervision for children requires adults, in addition to the driver, to be with the children at all times.	1	2	3 (N/A)
80. Children are never left unattended in a vehicle.	1	2	3 (N/A)
81. Vehicles are inspected to ensure that no children are left on or under seats, or anywhere else in the vehicle.	1	2	3 (N/A)

Remarks/Comments: Select one indicator from above and comment on how this indicator will be viewed in your classroom(s).

II. **Children and Family Relationships and Interactions**

Quality Indicators	Ratings	
1. Staff positions themselves and move around as needed to maintain interaction with all children,	1	2
2. Staff frequently interacts with individual children by smiling, talking, and showing affection.	1	2
3. Staff frequently engages in conversation with all children, responding to children's needs.	1	2
4. Staff speaks with children in a gentle, reassuring tone.		
5. Staff engages in positive verbal and physical interactions.	1	2
6. Staff expresses respect for all children by addressing each child by name with minimal use of impersonal collective terms ("group" and "boys and girls").	1	2
7. Staff plays and interacts with children in a supportive, friendly, positive and courteous manner.	1	2
8. Staff engages in warm and responsive physical affection.	1	2
9. Staff provides opportunities for social interaction among all children regardless of differences/abilities/temperaments and intervenes during negative peer interactions.	1	2

Remarks/Comments: Select one indicator from above and comment on how this indicator will be viewed in your classroom(s).

II. **Children and Family Relationships and Interactions**

Quality Indicators	Ratings	
10. Staff develops individual relationships with children by providing care that is responsive, attentive, consistent, comforting, supportive, and culturally sensitive.	1	2
11. Developmentally appropriate limits and guidelines for behavior have been established and are communicated clearly and consistently to children. These are individualized based on each child's ability to function and understand.	1	2
12. Children have varied opportunities to interact positively, respectfully, and cooperatively with others, learn from and with one another, and resolve conflict in constructive ways.	1	2
13. Staff coaches and supports independence in children as they learn to care for toys/materials, to participate in daily clean up and maintenance of the classroom.	1	2
14. Staff anticipates and takes action to prevent safety problems.	1	2
15. Expectations for behavior are largely appropriate for age and developmental level of children	1	2
16. Staff never uses corporal punishment, bribery, shaming, or other humiliating or frightening discipline techniques, physical punishment (shaking or hitting), and do not engage in psychological abuse or coercion.	1	2
17. Staff never uses threats or derogatory remarks and neither withholds nor threatens to withhold food, rest, and toilet training, as a form of discipline	1	2

Remarks/Comments: Select one indicator from above and comment on how this indicator will be viewed in your classroom(s).

II. **Children and Family Relationships and Interactions**

Quality Indicators	Ratings	
18. Staff refrains from demeaning remarks to other adults or children about anyone's behavior, appearance, or personality.	1	2
19. Staff creates an environment where children feel safe and secure, and can seek comfort and security from significant adults.	1	2
20. The program setting is inviting and pleasant, characterized by friendly conversation and appealing sounds.	1	2
21. Expectations for behavior are largely appropriate for age and developmental level of children	1	2
22. Staff greets parents with a warm welcome on arrival and/or departure.	1	2
23. Family resource area/bulletin boards are used to promote good communication between programs and family, (age appropriate activities, community services, and upcoming events). .	1	2
24. Copies of current daily schedule(s) and menus are posted in the classroom and are accessible for parents.	1	2
25. Written forms of communication (newsletters or electronic messages) are used to promote good communication between programs and family.	1	2

Remarks/Comments: Select one indicator from above and comment on how this indicator will be viewed in your classroom(s).

II. **Children and Family Relationships and Interactions**

Quality Indicators	Ratings	
26. Staff communicates with families on at least a daily basis regarding children's activities and developmental milestones, shared care giving issues, and other information that affects the well-being and development of their children.	1	2
27. Staff maintains and posts on the family resource area/bulletin board a current list of child and family support services available in the community based on the pattern of needs they observe among families and based on what families request health, mental health, nutrition, child welfare, parenting programs, early intervention-special education screening and assessment services (First Steps, Parents as Teachers), and basic needs (housing and child care subsidies, United Way 2-1-1). They share the list with families and assist them in locating, contacting, and using community resources that support children and families' well-being and development.	1	2

Remarks/Comments: Select one indicator from above and comment on how this indicator will be viewed in your classroom(s).

III. **Physical Environment**

Quality Indicators	Ratings		
Facility is safe for children:			
1. There is enough light so that staff and children can read and use materials without eye strain	1	2	
2. Natural light can be controlled (adjustable blinds, shades or curtains)	1	2	
3. There is enough air circulation so that there are not unpleasant or strong odors in the room for long periods of time	1	2	
4. Space is accessible to all children and adults currently using the classroom (stairways, handrails, ramps, for people with disabilities, access for wheelchairs and walkers)	1	2	
5. Window screens are secured and in good repair	1	2	3(N/A)
6. In areas where children are allowed, electric outlets are covered and exposed wires are secured.	1	2	
7. All types of cords are secured and not in view or easy reach of children	1	2	
8. Phones work properly, are easily accessible and at least one phone is a land line phone with 9-1-1 (or local emergency number)access.	1	2	
9. Exits are easily accessible and are not blocked.	1	2	
10. Room is at a comfortable temperature (68 ˚F - 85˚F)	1	2	

Remarks/Comments: Select one indicator from above and comment on how this indicator will be viewed in your classroom(s).

III. **Physical Environment**

Quality Indicators	Ratings	
11. Classroom space, doorways, bathrooms, and sinks are in working order and accessible or adapted as needed to allow all children to participate or to use with minimal adult assistance.	1	2
12. Paper towels, soap and toilet paper are provided and easily accessible to all children or with adult assistance as needed.	1	2
13. Indoor flooring (including steps, carpets, and rugs) is well maintained, clean, free from tripping hazards, no sharp/frayed edging, and safe for use by all children.	1	2
14. Walls are well-maintained, clean, and safe for use by all children.	1	2
15. Ceilings are well-maintained, no leaks, unattached light fixtures, or loose tiles.	1	2
16. Ample indoor space that allows children and adults to move around freely (furnishings do not limit children's movement.)	1	2
17. The indoor environment includes soft, comfortable items,(easily washable rugs and cushions and vinyl beanbags) that are clean and well maintained (there are no tears, no exposed foam, no stains, no duct tape, no frayed/loose binding, etc.).	1	2
18. Materials and furniture are arranged in an orderly manner to allow for supervision with defined activity areas for a variety of small group and individual learning experiences.	1	2
19. Individual space is provided for each child's belongings.	1	2
20. Sound absorbent materials (washable rugs, ceiling tiles, etc.) are used to lessen the level of noise.	1	2

Remarks/Comments: Select one indicator from above and comment on how this indicator will be viewed in your classroom(s).

III. **Physical Environment**

Quality Indicators	Ratings		
21. Open spaces on equipment, cribs, or stairwells are less than 3 inches or more than 9 inches, in order to avoid entrapment.	1	2	
22. When napping occurs each child has an Individual crib with no additional pieces of bed linen besides mattress cover. (must be laundered at least weekly or when soiled)	1	2	3(N/A)
23. Children are provided with clean individual bedding and do not share the same bedding or sleep surface with another child. Bedding is changed and cribs sanitized between children.	1	2	
24. Children's bedding is stored separately, so personal items do not touch each other.	1	2	
25. Cribs are not placed near a window with blinds, curtain cords, baby monitor cords, or electrical cords.	1	2	
26. Cribs are free of pillows, quilts, comforters, blankets, and cushions.	1	2	
27. There is at least two feet of space between each crib during nap/rest time.	1	2	
28. There is one crib equipped with wheels for every five children less than two years. (This crib is used for evacuation in the event of an emergency.)	1	2	
29. Children must be supervised during sleep time and crib arrangement must not hinder observation of children by staff or access to children in an emergency.	1	2	
30. The food preparation area is safe and sanitary and separate from the diapering area.	1	2	3(N/A)

Remarks/Comments: Select one indicator from above and comment on how this indicator will be viewed in your classroom(s).

III. **Physical Environment**

Quality Indicators	Ratings		
31. Refrigerator, used for children's food and drink storage, is at 41˚ or less Fahrenheit and is equipped with a readable thermometer.	1	2	3(N/A)
32. Foods for special dietary needs are labeled and posted with child's name and date.	1	2	3(N/A)
33. The infant/toddler area is free of through traffic and hazards.	1	2	3(N/A)
34. Garbage and rubbish shall be removed on a daily basis from rooms that are occupied by children, staff, parents, or volunteers.	1	2	
35. Garbage areas shall be free of litter and waste that is not contained and children shall not be allowed access to garbage waste and refuse storage areas.	1	2	
36. Appropriate outdoor play space shall be arranged so all areas are visible to the staff at all times.	1	2	
37. Outdoor play space is safely accessible or adapted as needed so that all children may participate.	1	2	
38. The outdoor space must accommodate the type of movement required for the gross motor skills being practiced by the children. It must be large enough to accommodate running and other gross muscle movements. The children's play must not be restricted by the size of the space or by crowded or cluttered conditions.	1	2	
39. Play area is safe for children's activities, well maintained, and free of hazards.	1	2	

Remarks/Comments: Select one indicator from above and comment on how this indicator will be viewed in your classroom(s).

III. **Physical Environment**

Quality Indicators	Ratings	
40. Play area is organized so that different types of activities do not interfere with one another.	1	2
41. The surface is maintained under/around outdoor play equipment so there is enough resilient material under/around the equipment to soften falls. (Sand/grass/dirt is not considered a resilient material.)	1	2
42. There is storage space for materials not in use.		
43. Sand boxes need to be completely covered and clean and free of animal excrement and other hazardous materials.	1	2
44. Outdoor play space has some protection from the elements (shade in summer, sun in winter, windbreak, and good drainage).	1	2
45. The surface under and around indoor climbing equipment is designed to soften falls.	1	2
46. Furniture is sturdy (will not break, fall or collapse when used) and in good repair (no dirty, broken parts or torn fabric)	1	2
47. Tables are at a height that allow a child to sit comfortably with the table top between underarm and waist, so children can rest their elbows on the table while their legs fit comfortably under the table.	1	2
48. The staff has access to adult-sized bathrooms.	1	2
49. The staff has a safe place to store personal belongings.	1	2
50. The staff has a place away from children for planning or to take a break.	1	2

Remarks/Comments: Select one indicator from above and comment on how this indicator will be viewed in your classroom(s).

IV. **Programming/Activities**

Quality Indicators	Ratings	
1. Objectives and expectations are appropriate for the age and developmental level of the child.	1	2
2. Activities are based on the need and interest level of the children.	1	2
3. A child developmental portfolio, which is a collection of anecdotal notes which show evidence of how a child meets his/her developmental goals, must be maintained for every child. The anecdotal notes must be marked with the date collected and how it is associated with the child's developmental goals. These portfolios will be reviewed on site by the review team.	1	2
4. There is a plan for individual attention for each child based on their developmental level.	1	2
5. Daily planning includes opportunities for exploration, provides for a variety of materials, and balanced interactions.	1	2
6. Children are encouraged to be actively involved in play opportunities designed to stimulate sensory awareness, cognitive development, and mastery of their environment.		
7. Staff assists children to acquire and use language by talking frequently throughout the day in meaningful ways, that is personalized and descriptive.	1	2
8. A variety of age, individually, and content appropriate books are available to children for use during the day. Books must be vinyl or cloth, with picture suitable for infants and toddlers. At least 12 books or 2 for each child in the program whichever is greater.	1	2
9. Staff reads books with the children.	1	2
10. All infants have access to a variety of fine motor experiences (grasping toys, busy boxes, nesting cups, and textured toys).	1	2

Remarks/Comments: Select one indicator from above and comment on how this indicator will be viewed in your classroom(s).

IV. **Programming/Activities**

Quality Indicators	Ratings
11. All toddlers have access to a variety of fine motor experiences (large items for filling and dumping, shape sorting games, large pieced puzzles, and large interlocking blocks).	1 2
12. All children have opportunities during each day for gross motor activities. Toddlers are engaged in a wide range of activities (running, jumping, climbing, balancing, pedaling, throwing, catching, and dancing). For children not yet walking, there are to be opportunities for tummy and floor time.	1 2
13. Toddlers are regularly engaged and encouraged to participate in a wide range of experiences (music, movement, art, dramatic play, sensory and blocks).	1 2
14. The emphasis is on the learning process not just a finished product. (the art activity is completed by children and not "redone" by the teacher).	1 2
15. Developmentally appropriate outdoor experiences are a part of the child's daily routine.	1 2
16. Toddlers have opportunities to engage in science activities that are designed to increase observation, problem solving, and curiosity.	1 2
17. Staff provides a balance between activities initiated by children and those initiated by adults but most often follow the lead of the children.	1 2
18. Developmentally appropriate activity plans are used by staff. Planning and implementation reflects activities appropriate for all children.	1 2
19. Each infant has an individual schedule (eating, sleeping, toileting) based on parent input.	1 2

Remarks/Comments: Select one indicator from above and comment on how this indicator will be viewed in your classroom(s).