Self-Appraisal and Accreditation/Validation Instrument

I. Organization

MSDE refers to each standard with individually and corresponding indicators, best practices, evidences of achievement, whether documented or observed, and rating as the "instrument". The instrument for self-appraisal and accreditation/validation is designed to define the program standards and outline the components of a quality early childhood program.

The Instrument **focuses on three broad areas**:

1. **Program Administration**
2. **Program Operation**
3. **Home and Community Partnerships**

All *Instruments* start by identifying the Standard of achievement in the first row. These *Standards* are comprehensive statements that support the development and maintenance of high quality programs. Below the Standard follows another row with four columns citing research evidence, supporting rationale, a programs' opportunity to demonstrate evidence of quality practice requested and an opportunity to rate its quality as present fully or partially.

A. Each standard has **Indicators**, which further define and measure the program *Standards*.

B. The **Best Practices/Rationale** is stated in this section, which is located next to the *Indicators*. Research-based best practices describe each standard indicator in detailed terms that can be documented and/or observed.

C. **The Required Evidence column is new to the 5th Edition.** It is meant to clarify items that are required, not merely examples of quality. Next to the best practices/rationale is a list of **Required Evidence**. This required evidence will assist program staff to identify specific program items that meet the best practices criteria and validate that corresponding indicators have been met. *Required Evidence* that is demonstrated through observation is noted with a **bold circle**. *Required Evidence* that is demonstrated through documentation is noted with a **bold square** and placed in the appropriate binder. *Required evidence* must be demonstrated to receive a "fully met" rating on the indicator.

1) **Representative Examples** are programs elements or practices that support the indicator. *Representative Examples* are not required to be documented or observed. However, the *Representative Examples* do demonstrate best practices under the indicator in each program area.

2) A section for **Program Examples** is provided under the *Representative Examples* section. Programs should note any additional examples that meet best practices and are specific to that program. This section should be completed as the self-appraisal team rates the program.

D. The **Rating chart** is located in the last column. It provides a space for the program staff and the Validator to record ratings for each indicator, based on documented and observable evidence.

II. Directions

Programs begin by identifying each Standard. Then read each defining characteristic of that Standard found in the indicator. Next, read the "Best Practice/Rationale" to ensure understanding of program implementation. After, determine if and how your program has met this indicator by articulating if it has all items within the "**Required Evidence**", column. Finally, indicate where the program has determined its rates in providing documented or observed evidence of quality.

A. **Required Evidence** which can be demonstrated through documentation is noted with a bold square. Required evidence which must be observed is marked with a bold circle. All required evidence that is marked with a bold square should be placed in the appropriate binder.

Please note: All Required Evidence must be demonstrated to receive a "Fully met" rating on the indicator.

B. **Representative Examples** are program elements or practices that support the indicator. **Representative Examples** are not required to be documented or observed; however, the Representative Examples do demonstrate best practices under the indicator in each program focus area. Programs should √ the appropriate box where there is evidence in their programs of fully met, partially met or not met.

C. **Program Examples** allows the program/center to demonstrate other sources of quality evidence. Programs should record any additional evidence that is specific to individual programs in this section.

III. Rating Chart

The chart below depicts the three-item rating scale for each indicator. The program self-appraisal team will review their program/center and measure its performance based on each individual *Indicator* within each *Standard*. Then the program will rate itself using the following ratings:" N" meaning "not met", "P" meaning "partially met", and "F" meaning "fully met".

	N	P	F
Program			
Validator			

Rating each *Indicators*:

- **N = Not Met** where there is <u>insufficient</u>, observable or documented evidence for the indicator.

- **P = Partially Met** where there is <u>some</u> observable or documented evidence for the indicator.

- **F = Fully Met** where there is <u>significant</u> observable or documented evidence of high quality.

Any *Indicator* rated **N (Not Met)** or **P (Partially Met)**, must be included on the *Program Improvement Plan* - located in the Appendix of the *Guide to Self-Appraisal and Accreditation/Validation*. After program improvements are made and reassessed, the *ratings* should be changed to reflect improvement. The program will add a check where improvement was made, then indicate the date the program made the change next to the appropriate box.

I. PROGRAM ADMINISTRATION

Mission Statement

1.1 **The local school system's mission and philosophy statement for early learning programs is adopted by each elementary school's personnel through their School Improvement Plan. It supports the local school system's overall mission and system-wide goals. The written mission and philosophy statement for the early learning programs is used by the staff as the foundation for planning, staff development, implementation, evaluation, and continuous improvement of the program.**

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING			

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE		N	P	F

1.1.1   Planning
 	
The School Improvement Plan reflects planned use of effective early learning practices.
 	
NAEYC 10.A.01; 10.B.07
NECPA p.33, 39
Head Start 1304.21(a-c)
          1304.51(a)(1-2)
	The mission statement is an integral part of the local school system's overall mission. It refers to research and literature-based practices in early childhood and elementary education and supports the system-wide school reform goals. The major concepts are consistent with the "Mission and Philosophy for the Early Learning Years".*
	
	The School Improvement Plan (SIP) includes goals, objectives, milestones, strategies, activities and evaluation procedures. It is designed as a blueprint of actions and processes needed to produce school improvement. The SIP should guide resource allocation, staff development, instructional content and practice, and assessment. **
	
	* MSDE. *Laying the Foundation for School Success*
		❐ Written mission/policy statements of the
		       ___ Local school system
		       ___School
		❐ Current School Improvement Plan that includes prekindergarten and kindergarten and the following components:
		
		       ___ Needs assessment data analysis
		       ___ Performance goals and objectives
		       ___ Evaluation
		       ___ Action/management plan
		
		PROGRAM EXAMPLES
			Program
			
			Validator
			
			Validator Comments
				☐
				
				☐
					☐
					
					☐
						☐
						
						☐

I. PROGRAM ADMINISTRATION

Mission Statement

1.1 **The local school system's mission and philosophy statement for early learning programs is adopted by each elementary school's personnel through their School Improvement Plan. It supports the local school system's overall mission and system-wide goals. The written mission and philosophy statement for the early learning programs is used by the staff as the foundation for planning, staff development, implementation, evaluation, and continuous improvement of the program.**

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING		
1.1.2 Staff Development **The School Improvement Plan describes an ongoing staff development program to ensure opportunities for professional growth and development.** NAEYC 10.E.11-12 NECPA p.10-11, 50 Head Start 1304.52(k)(1-3)	The School Improvement Plan (SIP) reflects staff development opportunities for teachers in early learning programs that are coordinated with the school system's professional development initiatives. Staff development plans include outcomes and descriptions of content, practice, and classroom implementation. These staff development opportunities include professional development related to the implementation of the *Maryland Model for School Readiness,* the Maryland Content Standards in the *State Curriculum,* and the *Reading First Initiative.*	❑ School Improvement Plan ❑ Comprehensive Staff Development Plan **PROGRAM EXAMPLES**			
			N	**P**	**F**
			Program ☐	☐	☐
			Validator ☐	☐	☐
			Validator Comments		

I.   PROGRAM ADMINISTRATION

Mission Statement

1.1   The local school system′s mission and philosophy statement for early learning programs is adopted by each elementary school′s personnel through their School Improvement Plan. It supports the local school system's overall mission and system-wide goals. The written mission and philosophy statement for the early learning programs is used by the staff as the foundation for planning, staff development, implementation, evaluation, and continuous improvement of the program.

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING			

1.1.3   Implementation

The School Improvement Plan addresses the implementation of practices that support the learning and development of young children and address the multiple social and cultural contexts of families and communities.

The SIP reflects the principles of developmentally appropriate practices in terms of teaching and learning.

It supports the role of parents and the family in the early education of young children and reflects the multiple social and cultural contexts of the community.*

❒ School Improvement Plan

PROGRAM EXAMPLES

*National Education Goals Panel, Ready Schools

	N	P	F
Program	☐	☐	☐
Validator	☐	☐	☐

Validator Comments

NAEYC 2.A.01; 3.B.01
NECPA p.33
Head Start   1304.21(a-c)

I. PROGRAM ADMINISTRATION

Mission Statement
1.1 The local school system′s mission and philosophy statement for early learning programs is adopted by each elementary school′s personnel through their School Improvement Plan. It supports the local school system's overall mission and system-wide goals. The written mission and philosophy statement for the early learning programs is used by the staff as the foundation for planning, staff development, implementation, evaluation, and continuous improvement of the program.

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING		
1.1.4 Evaluation **The School Improvement Plan includes a process for ongoing documentation through interim milestone measures as part of the annual evaluation.** NAEYC 4.A.02-03; 10.F.01-05 NECPA p. 51 Head Start 1304.51(i)	The SIP reflects a review of all the milestones as part of the program evaluation in support of all school improvement goals and objectives. The review includes teachers, administrators, early learning and content specialists, and parents. The annual evaluation should be aligned with the *No Child Left Behind Act 2001* and the local school system master plan in response to the *Bridge to Excellence in Public School Act of 2002.*	❒ School Improvement Plan **REPRESENTATIVE EXAMPLES** ▪ Copies of completed evaluation tools, if applicable ▪ Agendas and minutes from SIP meetings **PROGRAM EXAMPLES**	**N P F** **Program** ☐ ☐ ☐ **Validator** ☐ ☐ ☐ **Validator Comments**		

I.   PROGRAM ADMINISTRATION

Program Personnel

1.2   The early learning program is collaboratively administered, supervised, and implemented by qualified personnel.

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING		

1.2.1   Administration

The administrator and central office supervisory staff communicates with the early learning program staff regarding developmentally appropriate strategies for implementation, assessment, and accountability.

NAEYC 10.A.05-06
NECPA p.47
Head Start 1304.51(d-f)

The central office supervisory staff informs the principal at each school of the practices that should be evident in the developmentally appropriate program.

Available resource materials may include:

- state and local school system recommendations and guidelines,
- information brochures for parents, and/or staff development materials on developmentally appropriate practices, and
- reporting practices and requirements.*

Early Learning Standards: Creating the Conditions for Success, NAEYC and NAECS/SDE (www.naeyc.org/resources/position-statements/pscape.asp)

❒   Calendars, agendas, notes, **or** minutes of conferences and/or meetings for staff adjusted for the diverse needs of the school community

REPRESENTATIVE EXAMPLES

- Copies of training session activities that were organized by school and central office supervisory staff
- Comprehensive Staff Development Plan

PROGRAM EXAMPLES

RATING

	N	P	F
Program	☐	☐	☐
Validator	☐	☐	☐

Validator Comments

I. PROGRAM ADMINISTRATION

Program Personnel

1.2   The early learning program is collaboratively administered, supervised, and implemented by qualified personnel.

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING		

1.2.2   Supervision

The administrator and/or a member of the central office supervisory staff provide feedback to the staff about the implementation of a developmentally appropriate program.

The principal or central office supervisory staff member provides feedback to program staff about specific instructional or programmatic strategies related to research-based developmentally appropriate practices through a variety of supervisory methods.

These include:
- clinical supervision
- peer coaching
- mentoring
- workshops
- conferences
- seminars
- action research in teaching teams

NAEYC 6.B.01
NECPA p.50
Head Start 1304.51(b)(e-f)

❒ Informal and formal observation reports

REQUIRED EVIDENCE / RATING

	N	P	F
Program	☐	☐	☐
Validator	☐	☐	☐

Validator Comments

REPRESENTATIVE EXAMPLES

- Calendar/log of support personnel contacts made with staff (i.e. contacts between staff and support personnel)
- Notes from conferences occurring between teachers, administrators, principals, supervisors, specialists, etc.

PROGRAM EXAMPLES

I. PROGRAM ADMINISTRATION

Program Personnel

1.2   The early learning program is collaboratively administered, supervised, and implemented by qualified personnel.

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING			

1.2.3   Qualification

Each classroom is staffed daily by a teacher who meets Maryland state certification requirements for early childhood education as well as the requirements for being "highly qualified".

Any paid assistant who works in the classroom has at least a high school diploma or equivalent along with experience working with young children.

When the teacher is absent, a certified teacher or a trained teacher substitute is provided.

NAEYC 6.A.05-06
NECPA p. 7-10
Head Start 1304.52(d)(1)
          1304.52(g)(3)

Those who plan, administer, supervise and implement programs for young learners should have broad expertise and demonstrate proficiency in early learning pedagogy, as indicated in the National Board of Professional Teaching Standards.

❐ Current certification documents of classroom teachers
❐ High school diploma or GED of paid assistants

	N	P	F
Program	☐	☐	☐
Validator	☐	☐	☐

Validator Comments

REPRESENTATIVE EXAMPLES

- Certificates/degrees of paid assistants

PROGRAM EXAMPLES

I. PROGRAM ADMINISTRATION

Program Continuity

1.3   The school utilizes curricular and instructional strategies that ensure continuity of learning for all students.

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING		
1.3.1 Curricula **The school utilizes curricula which are based on a developmental continuum for each child.**	The school's program organization reflects a developmental and academic continuum from prekindergarten through grade 3. It is based on the developmental characteristics and needs of young learners and helps them to reach high standards. Curricula alignment with state standards for all content areas, reflects diversity and multicultural content, and is applied consistently and completely across grade levels. The school facilitates articulation among teachers at the time of the students' transition from one grade to the next. Students who are not meeting curricular expectations will receive intervention support from well-qualified staff (e.g., tutors, health and pupil services professionals).	❒ *MMSR Framework and Standards for Prekindergarten and/or Kindergarten/State curriculum* ❒ Curriculum guides and/or unit plans for each content area that align with state standards		**N** **P** **F**	
			Program ☐ ☐ ☐		
			Validator ☐ ☐ ☐		
			Validator Comments		
		REPRESENTATIVE EXAMPLES ▪ Yearly plan of curricular implementation			
		PROGRAM EXAMPLES			
NAEYC 2.A.02 NECPA p. 33, 34 Head Start 1304.21(a-c) 1304.51(a)	Specific strategies are identified and used to involve families in their children's learning both inside and outside of school.* ** Developmentally Appropriate Practice in Early Childhood Programs,* NAEYC				

I.   PROGRAM ADMINISTRATION

Program Continuity

1.3   The school utilizes curricular and instructional strategies that ensure continuity of learning for all students.

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING		

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE			
1.3.2 Assessment and Instructional Strategies **The school bases assessment and instructional strategies on a developmental continuum for each child. Appropriate instructional strategies for each child are based on developmentally appropriate assessment.**	The school uses developmentally appropriate instructional and assessment approaches which reinforce the diverse modes of learning and levels of development among young children. Appropriate instruction and assessment includes engaging materials, stimulating learning environments, appeals to a range of learning styles and levels, and makes accommodations for children with disabilities and English language learner. Positive reinforcement, guidance, and teacher scaffolding will foster student independence. The curriculum calls for:	❒ Assessment data (MSA, CTBS, county, school, etc.) ❒ School Improvement Plan ❒ Curriculum guides and/or unit plans for each content area that align with state standards **O** Developmentally appropriate instructional strategies based on assessment			
		PROGRAM EXAMPLES			
	▪ consistent use of manipulatives in all content areas, ▪ strong emphasis on contextualized skill development, and ▪ daily opportunities for language development, problem solving, critical thinking, and artistic expression.				

NAEYC 2.A.05-06; 4.A..01
NECPA p. 33-35
Head Start 1304.21(a)(1)
          1304.21(a)(4)(ii-iv)
          1304.21(a)(5)(i-iii)					

Rating columns:

	N	P	F
Program	☐	☐	☐
Validator	☐	☐	☐

Validator Comments

I. PROGRAM ADMINISTRATION

Program Continuity

1.3 **The school utilizes curricular and instructional strategies that ensure continuity of learning for all students.**

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING		

1.3.3 Articulation and Continuity

School staff provides continuity of learning for all children through articulation of curricula, instructional strategies, and assessment across grade levels and programs.

NAEYC 10.B.14
NECPA p. 36
Head Start 1304.41(c)

The school's organizational practices include a continuous and sequential implementation of curricula from prekindergarten through grade 3. Consistent instructional practices should be reinforced in staff development programs.

The integration of fine arts, library media, physical education/health, and academic programs should be evident across grade levels and reflected in staff development activities.

An assessment protocol that allows early learning teachers to review all assessment information on children should be in place.*

*NAEYC. *Developmentally Appropriate Practice in Early Childhood Programs*; *State Curriculum*

❏ Agendas/minutes of articulation team meetings (within and across grades) regarding continuity of student learning

❏ Transition plans for class/programs

PROGRAM EXAMPLES

RATING

	N	P	F
Program	☐	☐	☐
Validator	☐	☐	☐

Validator Comments

I. PROGRAM ADMINISTRATION

Program Accountability

1.4 **The School Improvement Team uses the results of the ongoing evaluation of the early learning program in planning for overall school improvement.**

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING			

1.4.1 Reporting

The results of the self-appraisal and other forms of program review are reported to central office supervisory staff and the School Improvement Team.

NAEYC 10.F.02
NECPA p. 33, 47
Head Start 1304.51(i)(1)

BEST PRACTICES/RATIONALE

After conducting the self-appraisal using the *Standards for Implementing Quality Early Childhood Programs Instrument for Self-Appraisal and Validation* and other forms of program review, the results of the program evaluation and the strategies for program improvement are communicated to central office supervisory staff and to the School Improvement Team.

REQUIRED EVIDENCE

❒ Agendas/minutes from School Improvement Team meetings

❒ Agendas/minutes from articulation meetings within and across grades

REPRESENTATIVE EXAMPLES

- Letter documenting that the completed *Instrument for Self-Appraisal and Validation* and *Program Improvement Plan(s)* were sent to Central Office

PROGRAM EXAMPLES

RATING

	N	P	F
Program	☐	☐	☐
Validator	☐	☐	☐

Validator Comments

I. PROGRAM ADMINISTRATION

Program Accountability

1.4 **The School Improvement Team uses the results of the ongoing evaluation of the early learning program in planning for overall school improvement.**

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING		

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE
1.4.2 Ongoing Planning **The results of the self-appraisal or other forms of program review are used to analyze data and to plan for program improvement.** NAEYC 10.F.03 NECPA p. 33, 47 Head Start 1304.50(g)(1-2) 1304.51(i)(2-3)	As part of the required school improvement planning process, the School Improvement Team reviews the results of the self-appraisal, other program reviews, and program improvement strategies in order to incorporate them in to the School Improvement Plan's goals, objectives, milestones, strategies, activities, and evaluation procedures.	❒ School Improvement Plan ❒ Agenda/minutes from School Improvement Team meetings ❒ Assessment data (school, county, state) ❒ Agendas/minutes of articulation meetings within and across grades ❒ Master copy of Self- Appraisal Instrument ❒ Program Improvement Plan(s) **PROGRAM EXAMPLES**

RATING

	N	P	F
Program	☐	☐	☐
Validator	☐	☐	☐

Validator Comments

II.   PROGRAM OPERATION

Environment

2.1   A planned and well structured learning environment promotes active learning and full participation for each child.

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING		
2.1.1(a) Learning Environment: Indoor **The learning environment meets standards for safety, toxicity, construction, and cleanliness. The program must comply with fire, health, and safety regulations.** NAEYC 9.C.04-05; 9.D.01, 05-06, 09 NECPA p. 19, 23, 41 Head Start 1304.22(d-f) 1304.53(a)(6-10)	Instruction is located in clean, safe, and clutter free areas. Natural light and ventilation are controlled. The environment is planned to avoid safety problems. Areas are free of lead-based paint. Poisonous or hazardous materials are stored in locked cabinets or out of the reach of children. All electrical outlets are covered. The bathroom facilities are clean, well lit, and ventilated. Bathroom supplies (paper, towels, soap) are easily accessible to children. Drinking water is accessible to children. The use of alcohol, tobacco, and illegal drugs is prohibited in all spaces and related program activities.* *COMAR .55, .57, .59 Early Childhood Environment Rating Scale-Revised (ECERS-R) Infants/Toddlers Environment Rating Scale (ITERS)	**O** Clean **O** Free of clutter **O** Well lighted and ventilated **O** Appropriate storage of hazardous materials **O** Toilets, sinks, drinking water and facilities are accessible, clean, in good repair, and well supplied **REPRESENTATIVE EXAMPLES** ▪ Separate diapering area, if needed **PROGRAM EXAMPLES**	**Program** ☐☐☐ **Validator** ☐☐☐	N P F	

Rating columns: **N P F**

Validator Comments

II. PROGRAM OPERATION

Environment

2.1   **A planned and well structured learning environment promotes active learning and full participation for each child.**

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING		

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE			
2.1.1(b) Learning Environment: Outdoor **The learning environment meets standards for safety, toxicity, construction, and cleanliness. The program must comply with fire, health and safety regulations.**	Outside play areas are free of sharp or dangerous objects, trash, animals and poisonous plants, garden sprays, alcohol, tobacco, illegal drugs, and other hazards. The area is well drained with safe walkways or paths provided to area. If play area is near a road or unsafe area, a fence provides security. Equipment is appropriate for the ages and abilities of the children and is well maintained. There is enough portable and stationary equipment so that children have access without long waits. Equipment stimulates a variety of skills (balancing, climbing, ball play, steering, pedaling, etc.) on different levels (tricycles with and without pedals, different sized balls, ramp and ladder access to climbing structures). Adaptations have been made and special equipment is provided for children with disabilities.	**O** Clean **O** Well drained **O** Free of clutter **O** Appropriate storage of outside equipment **O** Appropriate and well maintained playground equipment			

RATING

	N	P	F
Program	☐	☐	☐
Validator	☐	☐	☐

Validator Comments

REPRESENTATIVE EXAMPLES

- Shaded play area

PROGRAM EXAMPLES

Outdoor space has a variety of surfaces permitting different types of play and some protection from the elements. Portable equipment is stored in locked facility.*

NAEYC 9.B.01, 06
NECPA p. 19, 23, 41
HEADSTART 1304.53 (a) (1-5) (9)
         1304.53 (a) (10) (viii) (x)

*COMAR .40, .50, .51
  ECERS-R
  ITERS

II. PROGRAM OPERATION

Environment

2.1   A planned and well structured learning environment promotes active learning and full participation for each child.

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING

2.1.2 Furniture and Equipment
 	
Furniture and equipment meet standards for safety, size, durability, toxicity, construction, and cleanliness.
 	
NAEYC 9.A.01, 03, 10; 5.C.01
NECPA p. 24-25, 27, 32, 36, 41
Head Start 1304.21(a)(1)
            1304.21(a)(5-6)
            1304.53(a)(10)(viii)(xiv)
                        (xvi)
	Furnishings and materials follow the most recent safety standards (available through organizations such as the Consumer Product Safety Commission). Furniture in the classroom is sturdy, in good repair, appropriate in size; and addresses the routine care, play and learning needs of the children. It is arranged so that it is convenient to use.
	
	Furnishings encourage appropriate independence for children such as open shelves for safe materials and sturdy storage containers. Cozy and soft areas (e.g. rugs, bean bag chair,) are available. Adaptive furniture permits the inclusion of children with special needs.
	
	Technological equipment is located so that children may access it safely.
	
	Toilets and sinks are easily accessible to children.
	
	Any flammable or potentially dangerous materials and medications are accessible only to authorized personnel and inaccessible to children.*
	
	*ECERS-R
	
	 ITERS
		O Free of paint chips and splinters
		O Surfaces cleaned regularly with locally approved, nontoxic, soap/solution
		O Durable and designed to support children's needs
		O Appropriate height and size
		O Developmentally appropriate soft areas provided
		O Technology equipment safely placed and accessible to children
		
		PROGRAM EXAMPLES	

RATING

	N	P	F
Program	☐	☐	☐
Validator	☐	☐	☐

Validator Comments

II.   PROGRAM OPERATION

Environment

2.1   A planned and well structured learning environment promotes active learning and full participation for each child.

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING		

2.1.3   Organization of Space

The learning environment reflects effective and flexible utilization of available space.

The learning environment is organized so that all children, including those with disabilities, can function in a variety of group settings. It is large enough for movement without disturbing others. Noisy areas are separated from quiet areas. The learning environment facilitates the organized storage of materials and allows for children's accessibility, involvement, and choice. Space is provided for children's belongings. The classroom is arranged to facilitate positive interaction among children and adults. The total room reflects the children's current learning outcomes and experiences.   The teacher's desk and materials are separate from the learning environment and do not interfere with the traffic patterns of children.*

*ECERS-R
 ITERS

NAEYC 3.A.06-07; 9.A.02, 07-08, 11-12
NECPA p. 35-36, 41
Head Start 1304.21(a)(5)(i-iii)
          1304.53(a)(1-6)

REQUIRED EVIDENCE

O Child-centered, flexible, and accessible to all children
O Facilitates a variety of instructional groupings (whole class, small group, pairs, individual, learning centers)
O Tubs, trays, bins, baskets, shelves, boxes, and other items labeled and accessible
O   Space provided for children's belongings

PROGRAM EXAMPLES

RATING

	N	P	F
Program	☐	☐	☐
Validator	☐	☐	☐

Validator Comments

II. PROGRAM OPERATION

Environment

2.1   A planned and well structured learning environment promotes active learning and full participation for each child.

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING		

2.1.4   Multicultural Education/Diversity
 	
The learning environment reflects ongoing multicultural education and accommodates the diverse learning needs of children.
 	
NAEYC 2.A.08; 9.A.03, 09, 12, 13
NECPA p. 33-37, 51
Head Start 1304.21(a)(1)(i-iii)
            1304.21(a)(3)(E)
            1304.21(c)(i)
            1304.53(b)(1)(ii-iii)
	The learning environment demonstrates differentiated instruction and accommodates the areas of diversity identified in state law (ability, age, gender, ethnicity, language, race, region, religion, socioeconomic status). The learning environment should provide opportunities for children with various learning styles (auditory, visual, kinesthetic, and tactile) and modalities (Gardiner Intelligences). Books and materials present accurate and positive images and information about people from all groups. Print displays include non-English languages or Braille, as applicable.*
	
	*COMAR
	  ECERS-R
	  ITERS
		O Books, posters, play materials reflecting diversity
		O Displays, clothing, music, photographs, maps, depicting cultural diversity and non-stereotypical images
		O Materials available in multiple languages, as applicable
		O Skin-tone crayons, paper and/or paint
		O Assistive technology, if applicable
		O Wheelchair accessibility
		
		PROGRAM EXAMPLES			

RATING

	N	P	F
Program	☐	☐	☐
Validator	☐	☐	☐

Validator Comments

II.   PROGRAM OPERATION

Environment

2.1   A planned and well structured learning environment promotes active learning and full participation for each child.

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING		

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE

2.1.5 Instructional Materials
 	
Materials are appropriate and designed to facilitate integrated learning, authentic application of skills, problem solving, and creative/critical thinking skills.
 	
NAEYC 2.A.09; 9.A.04, 08, 12, 13
        2.H.02-03
NECPA p. 33-35
Head Start 1304.21(a)(1)(4-6)
        1304.53(b)(1)(i-vii)
	Materials should be flexible and/or open-ended to accommodate the various skill levels and learning styles of children. They promote problem-solving and creative thinking. Materials, learning centers, and bulletin boards relate to curricular themes and units of instruction. They enable children to explore concepts actively, repeat experiences; and to demonstrate, respond to and expand on their learning. Manipulatives are used to reinforce concepts in all content areas. There are enough materials for children to work simultaneously on a task. Materials should be clean and in good condition. Games and puzzles should be complete with all pieces intact. Technology is utilized to extend learning through all areas of the curriculum and assist teachers in meeting individual needs. All children should have regular access to technology in the classroom or lab.	O Manipulative and open-ended materials
		O Safe, durable, clean materials, which may be used for a variety of purposes
		O Accommodate various modalities and intelligences
		O Reflect cultural diversity and non-stereotypical images
		O Support theme and curriculum
		O Accommodate various physical needs of students
		O Appropriate, equitable and safe use of technology

Rating

	N	P	F
Program	☐	☐	☐
Validator	☐	☐	☐

PROGRAM EXAMPLES

Validator Comments

II.   PROGRAM OPERATION

Environment

2.1   A planned and well structured learning environment promotes active learning and full participation for each child.

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING

2.1.6   Supervision of Children

Children are under adult supervision at all times.

NAEYC 3.C.01; 9.A.05
NECPA p. 29-30
Head Start 1304.52(g)(4)
            1306.32

BEST PRACTICES/RATIONALE

Sufficient supervision is provided to protect children's health and safety by staff watching children, positioning themselves so that all children are in view, moving around as needed, and acting to prevent dangerous situations before they occur. Staff shows awareness of the whole group even when working with one child or a small group.

Supervision is provided with each child's needs in mind and is adjusted appropriately for different ages and abilities. *

* ECERS-S
   ITERS

REQUIRED EVIDENCE

O Children in view of adult at all times
O Staff scan room when working with one
   child or a small group

PROGRAM EXAMPLES

RATING

	N	P	F
Program	☐	☐	☐
Validator	☐	☐	☐

Validator Comments

II. PROGRAM OPERATION

Curriculum

2.2 The early childhood program utilizes curriculum that supports each child's development. The curriculum is aligned with *the MMSR Framework and Standards for Prekindergarten and Kindergarten State curriculum.*

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING			

2.2.1 Goals and Learning Outcomes

The curriculum goals support learning outcomes for the content areas/domains of personal and social development, listening, speaking, reading, writing, mathematics, science, social studies, fine arts, health, and physical education.

NAEYC B-7(a-g)
NECPA p.33
Head Start 13004.21(c)(1)

Curriculum goals and learning outcomes are age appropriate for children and focus on student learning styles. The goals should align with the *MMSR Framework and Standards for Prekindergarten and Kindergarten*.

(www.mdk12.org/instruction)

❐ *MMSR Framework and Standards for Prekindergarten and/or Kindergarten*
❐ Evidence of curricular alignment

	N	P	F
Program	☐	☐	☐
Validator	☐	☐	☐

Validator Comments

PROGRAM EXAMPLES

II. PROGRAM OPERATION

Curriculum

2.2 **The early childhood program utilizes curriculum that supports each child's development. The curriculum is aligned with the** *MMSR Framework and Standards for Prekindergarten and Kindergarten State curriculum.*

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING		
2.2.2 Content **The curriculum content is integrated and includes concepts for all areas, while being appropriate for the age and development of each child.** NAEYC B-4 (b,d), B-5d NECPA p. 33, 34 Head Start 1304.21(a-c)	Curriculum is interdisciplinary, enabling children to understand concepts and make connections across disciplines. Although integration is valuable, it is even more appropriate that concepts and skills follow logical sequences, allowing for depth and focus. Not all learning experiences will relate to a theme.* The content is appropriate for the developmental characteristics of young children and their mode of learning. It should be based on their experiences. Themes and projects may be developed to provide hands-on learning experiences that are meaningful to children. Children should engage individually and cooperatively in activities. The content should align with the *MMSR Framework and Standards for Prekindergarten and Kindergarten/*SC. *Early Childhood Mathematics joint position statement of NAEYC and NCTM (April 2002)	❒ Curriculum guides and/or unit plans for each content area that align with state standards			
			N	**P**	**F**
			Program ☐	☐	☐
			Validator ☐	☐	☐
		PROGRAM EXAMPLES	**Validator Comments**		

II.   PROGRAM OPERATION

2.2 Curriculum

The early childhood program utilizes curriculum that supports each child's development. The curriculum is aligned with the MMSR Framework and Standards for Prekindergarten and Kindergarten/State curriculum.

2.2.3   Language Arts

The languag*e arts program is an integration of listening, speaking, reading and writing. The components of the ear*ly learning language arts program are integrated and interwoven throughout all the content areas. Children have daily opportunities for guided instruction and application of these communication skills.

II. PROGRAM OPERATION

Curriculum

2.2 The early childhood program utilizes curriculum that supports each child's development. The curriculum is aligned with the *MMSR Framework and Standards for Prekindergarten and Kindergarten/State curriculum.*

	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING		
2.2.3(a) Listening/Speaking **Children are provided with learning experiences that develop effective listening and speaking skills, enabling them to increase the development of oral language in a variety of contexts.** NAEYC 2.D.01-04, 07; 3.F.04-05 Head Start 1304.21 (a)(4)(iii) 1304.21(b)(2)(ii)	Expressive and receptive language is the basis of communication. Research demonstrates that engaging children in conversation about their learning strengthens their ability to communicate, express themselves, understand, reason, and solve problems. Children need multiple opportunities to hear language, to develop, and expand vocabulary. English language learners are supported in speaking their home language while learning English. Through a variety of activities in large and small groups, students develop confidence in their abilities to express their needs, choices, feelings, and points of view.* * *NAEYC. Developmentally Appropriate Practices in Early Childhood Programs. NAEYC,* (1997).	❏ Daily schedules and plans identifying listening/speaking experiences O Modeling and eliciting standard English and complete thoughts O Participating in dramatic play O Participating in individual and small group discussions O Responding to one to three step directions effectively O Active use of listening centers O Listening and responding to daily read-alouds O Participating in teacher-directed and child-initiated listening and speaking experiences **REPRESENTATIVE EXAMPLES** ▪ Participating in and attending dramatic and musical presentations **PROGRAM EXAMPLES**			

RATING

	N	P	F
Program	☐	☐	☐
Validator	☐	☐	☐

Validator Comments

II. PROGRAM OPERATION

Curriculum

2.2 **The early childhood program utilizes a curriculum that supports each child's development. The curriculum is aligned with the** *MMSR Framework and Standards for Prekindergarten and Kindergarten/State curriculum.*

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING

2.2.3(b) Reading

Learning experiences are provided for children in the reading processes.

For three and four year olds, these processes include:
- **Oral language**
- **Phonological awareness**
- **Print awareness**
- **Alphabetic knowledge**
-

Additional reading processes for five and six year olds include:
- **Phonemic awareness**
- **Phonics**
- **Fluency**
- **Vocabulary**
- **Comprehension**

NAEYC 2.E.03-04, 06, 09, 10
NECPA p.34, 36
Head Start 1304.21(a)(4)(i)
             1304.21(c)(1)(ii)

The reading program for three and four year olds consists of many opportunities to participate in activities that promote development in the areas of oral language (vocabulary, expressive language, listening comprehension), phonological awareness (rhyming, blending, segmenting), print awareness, and alphabetic knowledge. This is accomplished through intentional teaching and explicit, systematic instruction delivered in a manner that builds from basic to more complex concepts and skills. The classroom environment should immerse children in stimulating and useful forms of language and print. Children should experience daily reading opportunities such as being read to from fiction and nonfiction books and participating in charted songs, finger plays, rhymes, and poems. Effective practices include teacher-directed and child-initiated activities.

The reading program for five and six year olds consists of the above experiences as well as opportunities to participate in activities in the areas of phonemic awareness, phonics, fluency, vocabulary and comprehension. Instruction should be delivered in total-group, small-group and individual setting as appropriate for the needs of the children.

REQUIRED EVIDENCE

☐ Daily schedules and plans identifying reading experiences
O Modeling and implementing age appropriate reading strategies, such as:
- Learning new vocabulary through conversation and instruction
- Matching sounds/rhymes in familiar words, games, songs, stories, poems
- Using letters to make words and words to make sentences

O Classroom libraries containing 2-3 books per child and child-generated books
O Picture/Word walls

REPRESENTATIVE EXAMPLES

- o Reading environmental labels and signs
- o Blending sounds in one-syllable words
- o Recognizing some words by sight
- o Listening to models of fluent reading
- o Reading chorally from familiar texts
- o Asking questions to clarify meaning

PROGRAM EXAMPLES

RATING

	N	P	F
Program	☐	☐	☐
Validator	☐	☐	☐

Validator Comments

II. PROGRAM OPERATION

Curriculum

2.2 The early childhood program utilizes a curriculum that supports each child's development. The curriculum is aligned with the *MMSR   Framework and Standards for Prekindergarten and Kindergarten/State curriculum.*

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING		

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE			
2.2.3(c) Writing **Daily writing instruction includes opportunities to write for expressive, informational, and persuasive purposes.** NAEYC 2.E.05-08, 10-11 NECPA p.34 Head Start 1304.21(a)(4)(i) 1304.21(c)(1)(ii)	Authentic tasks give purpose to the student's writing, and the products of their work are shared with a real audience. Teachers of young children must model the writing process through shared writing experiences, class books and language experience compositions. Students are supported by the teacher, as they move through the developmental stages of writing toward more independent application of conventional writing skills (spelling, grammar, punctuation, and mechanics). Development of writing skills is evidenced by samples of student work. Opportunities to write occur throughout the day and across content areas. Children are given the support they need to develop handwriting skills.	❏ Daily schedules and plans identifying writing experiences ❏ Examples of student writing showing an array of products and developmental stages O Modeled writing experiences such as shared writing, class books, language experiences O Writing center O Variety of writing materials available O Modifications provided for children with disabilities, if applicable O Writing materials available in centers **PROGRAM EXAMPLES**			

RATING

	N	P	F
Program	☐	☐	☐
Validator	☐	☐	☐

Validator Comments

II. PROGRAM OPERATION

Curriculum

2.2 **The early childhood program utilizes a curriculum that supports each child's development. The curriculum is aligned with the** *MMSR   Framework and Standards for Prekindergarten and Kindergarten/State curriculum.*

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING		
2.2.4 Mathematics **The curriculum includes mathematics content and process outcomes that support children's ability to solve problems, reason, and communicate and make connections. Activities are integrated with other content areas when appropriate.** NAEYC 2.F.02-13 NECPA p.34 Head Start 1304.21(a)(4)(iv) 1304.21(c)(1)(ii)	Mathematics concepts are introduced sequentially and supported through the use of manipulatives and real-world situations. Children are encouraged to apply mathematical concepts throughout the day. Curriculum is aligned with the *MMSR Framework and Standards for Prekindergarten and/or Kindergarten/VSC* in the following areas: patterns and relationships, geometry, measurement, data display and analysis, knowledge of number, and number relationships.	❐ Daily schedules and plans identifying mathematics experiences O Hands on activities (counting, graphing, sorting, weighing, measuring, patterning, etc) O Activities integrated w/other content areas and centers, as appropriate O Manipulatives (counters, clocks, play money, rulers, geometric shapes, scales, attribute blocks, pattern blocks, Unifix cubes™, etc.) O Use of mathematical vocabulary O Problem-solving strategies (graphic organizers, guessing and checking, making a table/chart, drawing a picture, looking for a pattern, etc.) **REPRESENTATIVE EXAMPLES** ▪ Mathematical concepts (time, space, etc.) integrated into music and movement **PROGRAM EXAMPLES**			

RATING

	N	P	F
Program	☐	☐	☐
Validator	☐	☐	☐

Validator Comments

II. PROGRAM OPERATION

Curriculum

2.2 **The early childhood program utilizes a curriculum that supports each child's development. The curriculum is aligned with the** *MMSR Framework and Standards for Prekindergarten and Kindergarten/State curriculum.*

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING		
2.2.5 Science **The curriculum emphasizes exploration and investigation of the life, physical, and earth/space sciences through real world applications.** NAEYC 2.G.02-08 NECPA p.34 Head Start 1304.21(c)(1)(ii)	Science activities are investigative and exploratory and encourage every child's active engagement in the scientific process. Through investigations, students are involved in observing, experimenting, recording, measuring, predicting, and classifying. Lessons are formatted to follow *The 5-E Model* (Engagement, Exploration, Explanation, Extension, Elaboration, and Evaluation). Other curricular areas are integrated into science thematic units. Curriculum is to be aligned with the *MMSR Framework and Standards in Prekindergarten* and/or *Kindergarten* in the following outcome areas: scientific inquiry, critical thinking, and applications of science, technology, history of science, earth/space science, life science, chemistry, physics, and environmental science.	❐ Yearly schedule for implementing science thematic units ❐ Copies of integrated science units ❐ Daily schedules and plans for science **O** Tools and materials (scales, measuring cups, hand lenses, magnets, sand, etc.) **O** Realia (fossils, models, collections of natural things, etc.) **O** Vocabulary lists **O** Center encouraging scientific investigation **REPRESENATIVE EXAMPLES** ▪ Charts of Scientific Process ▪ Living things in room ▪ Evidence of nature walks ▪ Displayed data from investigations **PROGRAM EXAMPLES**			

RATING

	N	P	F
Program	☐	☐	☐
Validator	☐	☐	☐

Validator Comments

II. PROGRAM OPERATION

Curriculum

2.2 **The early childhood program utilizes a curriculum that supports each child's development. The curriculum is aligned with the MMSR Framework and Standards for Prekindergarten and Kindergarten/State curriculum.**

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING		

2.2.6 **Social Studies**

The curriculum focuses on key knowledge, concepts, skills, and attitudes in the areas of history, geography, economics, political science, and peoples of the nations and world.

NAEYC 2.L.01-11
NECPA p.34
Head Start 1304.21(c)(1)(iv-vi)

Social Studies program focuses on opportunities for students to learn about themselves, their community and the world. Learning takes place in the context of openness and appreciation for diversity of culture, and respect for similarities and differences among people. Activities that foster citizenship skills and understanding of unique qualities and characteristics of others promote cooperative learning and achievement of common goals.*
The social studies curriculum is in alignment with the *MMSR Framework and Standards for Prekindergarten* and/or *Kindergarten/VSC*, which includes age appropriate indicators for the social studies content areas (i.e. indicator for political science is "Generate and follow classroom rules."

*NAEYC. *Developmentally Appropriate Practices in Early Childhood,*(1997).

REQUIRED EVIDENCE

❐ Yearly schedule for implementing social studies thematic units
❐ Copies of integrated social studies units
❐ Daily schedules / plans for social studies
O Multicultural materials (i.e., posters, videos, clothing, etc.)
O Tools and materials (globes, maps of classroom, school, U.S., world, etc.)
O Variety of print materials (newspapers, magazines, original photographs, etc.)
O Classroom rights and responsibilities posted

REPRESENTATIVE EXAMPLES

o Realia and artifacts
o Vocabulary lists
o Evidence of resource persons observed

PROGRAM EXAMPLES

RATING

	N	P	F
Program	☐	☐	☐
Validator	☐	☐	☐

Validator Comments

II. PROGRAM OPERATION

Curriculum

2.2 **The early childhood program utilizes a curriculum that supports each child's development. The curriculum is aligned with the MMSR Framework and Standards for Prekindergarten and Kindergarten/State curriculum.**

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING			
2.2.7 Fine Arts **The fine arts curriculum provides regular opportunities for children to create, perform, and respond to quality and culturally diverse experiences in visual art, music, theatre, and dance.** NAEYC 2.J.01, 04-07 NECPA p.34 Head Start 1304.21(a)(4)(ii) 1304.21(b)(1)(iii)	Children are encouraged to express themselves physically and aesthetically, represent ideas and feelings, and acquire fundamental concepts and skills in the fine arts. Staff works with resource persons to help children explore and experiment with the art forms and media as well as integrate the arts into the curriculum. Children's artistic creations are valued through display and dramatic presentations.* *Developmentally Appropriate Practices in Early Childhood Programs,* NAEYC	❐ Schedule and plans reflecting the arts O Dramatic presentations, dance and music O Children's two and three dimensional creative work, labeled with names O Utilization of various music forms (classical, folk, country, lullabies, cultural music, etc.) O Fine arts integrated into the curriculum areas **PROGRAM EXAMPLES**			

Rating columns: **N P F**

	N	P	F
Program	☐	☐	☐
Validator	☐	☐	☐

Validator Comments

II. PROGRAM OPERATION

Curriculum

2.2 **The early childhood program utilizes a curriculum that supports each child's development. The curriculum is aligned with the MMSR   Framework and Standards for Prekindergarten and Kindergarten/State curriculum.**

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING		

2.2.8   Physical Education

Physical education promotes development of healthy lifestyles through daily opportunities for children to develop motor skills and participate in an exercise/physical activity program.

NAEYC 2.C.04; 3.F.02
NECPA p.34
Head Start 1304.21(a)(5)(i-ii)
            1304.21(a)(6)
            1304.21(b)(3)(i-ii)

BEST PRACTICES/RATIONALE

Children develop and refine skills in locomotive and non-locomotive movements. They learn movement through space, dance, basic manipulation of materials, balancing, climbing. Cardiovascular endurance, flexibility and muscular strength and endurance are promoted through planned movement activities that take place indoors and outdoors. Staff and resource persons communicate regarding child development and integration into the content areas.*

* NAEYC. *Developmentally Appropriate Practices in Early Childhood Programs* (1997).

REQUIRED EVIDENCE

❑ Schedule and plans reflecting physical education
O Use of equipment that promotes motor skills (climbers, balance beam, balls, bean bags, etc.)
O Movement and dances related to curriculum areas
O Activities and games promoting movement skills
O Appropriate modifications and accommodations for children with disabilities

PROGRAM EXAMPLES

RATING

	N	P	F
Program	☐	☐	☐
Validator	☐	☐	☐

Validator Comments

II. PROGRAM OPERATION

Curriculum

2.2 **The early childhood program utilizes a curriculum that supports each child's development. The curriculum is aligned with the** *MMSR* *Framework and Standards for Prekindergarten and Kindergarten/State curriculum.*

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING		

2.2.9   Health Education

The curriculum provides an awareness of basic health and safety education practices and models sound health/safety skills. Health and safety practices are incorporated daily at school.

NAEYC 2.K.01-05; 3.A.03; 3.D.01;
         3.F.02
NECPA p.34
Head Start 1304.21(c)(1)(iii)

Health education programs focus on providing concepts that promote individual student awareness of body system functions and practice of life skills to promote health and safety practices. Curriculum focuses on information that is presented in authentic life situations.*

*NAEYC. *Developmentally Appropriate Practice in Early Childhood Program (1997).*

REQUIRED EVIDENCE

☐ Daily schedule reflecting health-related Activities: outdoor play, lunch, rest/quiet time, etc.
O Practice of healthy habits (hand washing after bathroom and before eating, covering mouths, blowing noses, etc.)
O Health awareness materials such as:
  • Body system awareness posters/charts
  • Models (skeleton, eye, ear, etc.)
  • Variety of print materials (posters, charts, books, etc.)
O Exercise equipment (climbers, balls, tricycles, etc.)
O Nutritional experiences-cooking, snacks
O Outdoor play, weather permitting

REPRESENTATIVE EXAMPLES

▪ Nutrition information (food pyramid, nutrition/pamphlets, posters, etc.)
▪ Danger awareness (poisons, strangers)

PROGRAM EXAMPLES

RATING

	N	P	F
Program	☐	☐	☐
Validator	☐	☐	☐

Validator Comments

II. PROGRAM OPERATION

Instruction

2.3 Curriculum is delivered through instructional strategies which support each student's development and attainment of the *MMSR Framework and Standards for Prekindergarten and Kindergarten/State curriculum*.

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING			

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE		N	P	F
2.3.1 Flexible Grouping **Instruction is delivered individually, in small groups, and in large groups. Groupings change based upon individual need, instructional decisions, and assessment data**. NAEYC 3,D.03, 10-11; 3.E.04, 08 NECPA p.34, 36 Head Start 1304.21(c)(1)(i)(vii)	For the purposes of teacher-directed learning, children are not organized into fixed ability groups or fixed group rotations. Grouping occurs for a variety of purposes such as: ability, interest, or need. There is flexibility in terms of homogeneous and heterogeneous groups. The daily schedule includes periods for large groups, small groups, and independent learning. Children make choices by using procedures which help them to plan their activities. Teachers maintain a record system (e.g., a weekly learning center chart) to ensure variety in each child's choice. Children plan their activities in both teacher-assigned and child-selected learning opportunities. Based on continued observation of children's performance, teachers assign children to small groups with similar or diverse ability levels to work cooperatively on specific projects, tasks, and activities.* * *Developmentally Appropriate Practice in Early Childhood Programs,* NAEYC.	❒ Lesson plans that reflect flexible grouping O Large-group, small-group, and one-on-one instruction with an adult O Grouping for a variety of purposes,(i.e., interests, ability, needs, etc.) O Balance of teacher-directed and child-initiated groupings O Evidence of student choice in planning activities O Board/chart for planning activities **PROGRAM EXAMPLES**		☐ Program ☐ Validator	☐ ☐	☐ ☐

Program ☐ N ☐ P ☐ F

Validator ☐ N ☐ P ☐ F

Validator Comments

II. PROGRAM OPERATION

Instruction

2.3   Curriculum is delivered through instructional strategies which support each student's development and attainment of the *MMSR Framework and Standards for Prekindergarten and Kindergarten/State curriculum.*

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING		

				N	P	F
2.3.2 Authentic Learning ***Instruction integrates concepts of curriculum into developmentally appropriate practices and relates in a meaningful way to children's real life experiences.***	Instruction is presented in the context of the child's world and related in a meaningful way to real-life experiences. Teachers facilitate learning based on children's prior experiences, documented observations, and work samples as part of their ongoing assessment of children's strengths and needs. As part of daily instruction, teachers facilitate opportunities for children to investigate, apply, and extend their learning. When teachers provide home/school connections, children are able to extend and apply their learning outside the classroom. The planning process includes alignment with curricular objectives across content areas.*	**O** Topics relevant to young children's interests and needs **O** Hands-on learning opportunities **O** Classroom activities that reflect students' prior experiences **O** Pictures, signs, functional print, and/or literacy products developed by children displayed in the room and the school's hallways **O** Independent learning centers that include real objects and prompts reflecting diversity	**Program** **Validator**	☐ ☐	☐ ☐	☐ ☐

Validator Comments

PROGRAM EXAMPLES

NAEYC 3.E.03; 3.G.07-08, 13-14
NECPA p. 37
Head Start 1304.53(b)(1)(ii)

* NAEYC. Developmentally Appropriate Practices in Early Childhood, (1997).

II. PROGRAM OPERATION

Instruction

2.3   Curriculum is delivered through instructional strategies which support each student's development and attainment of the *MMSR Framework and Standards for Prekindergarten and Kindergarten/State curriculum.*

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING			

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING
2.3.3 Questioning/Problem Solving **Children engage in thinking, communicating, and problem solving by responding to open-ended questions and situations.** NAEYC 3.G.07, 09 NECPA p.34 Head Start 1304.21(a)(4)(i) 1304.21(c)(1)(ii)	Children are encouraged to think and communicate by posing and responding to different questions. Teachers pose questions that are at varied levels and open-ended, provide sufficient time for responding, refrain from interpreting children′s responses, respond to children honestly; and encourage children to listen to and elaborate upon the responses of others. Examples of such questions include: What is this called? (labeling); What does it do? (describing); What is another way you could....? (proposing alternatives); How are they alike/different? (comparisons); How did you decide to put these things together? (classifying); How can we find out how many...? (enumerating); What do these words make you think of? (synthesizing); Why did you choose to do it this way? (evaluating); What would happen if...? (predicting); What should we do to make ...? (transforming). Children are encouraged to explore and investigate a question or problem alone, in pairs, in small or in large groups.* * NAEYC. *Developmentally Appropriate Practices in Early Childhood, (1997) Questioning Makes the Difference*	☐ Daily planning reflecting questioning and/or problem solving opportunities O Strategies that encourage higher level thinking skills such as: O Open-ended centers O Teacher-facilitated learning through questioning O Balance of critical, creative, and evaluative questions O Evidence of wait-time ### REPRESENTATIVE EXAMPLES ▪ Open-ended, higher level questions and investigations ▪ Think-pair-share techniques ▪ Cooperative learning strategies ▪ Problem solving strategies ### PROGRAM EXAMPLES	

RATING

	N	P	F
Program	☐	☐	☐
Validator	☐	☐	☐

Validator Comments

II. PROGRAM OPERATION

Instruction

2.3 **Curriculum is delivered through instructional strategies which support each student's development and attainment of the *MMSR Framework and Standards for Prekindergarten and Kindergarten/State curriculum.***

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING		
2.3.4 ***Independent Learning Exploration*** ***Independent learning provides opportuniti*es for children to explore, experiment, question, investigate, and problem-solve. Children take responsibility for their learning.**	Materials that encourage open-ended thinking and active participation are an integral part of daily application and follow-up of learning. Teachers facilitate learning based on the understanding of each child's developmental strengths and needs and use independent learning opportunities to observe and record children's performance. Independent learning is an integral part of each day. It can be fostered through student interest, curriculum content, classroom interest, or community needs. This is a dynamic process between the teacher and the student with the teacher's role as facilitator and the student becoming the investigator.	**O** Exploratory centers accessible to all students **O** Adequate equipment, manipulatives, and materials accessible to students **O** Students engaged in independent learning activities **O** Student utilization of authentic objects and prompts **REPRESENTATIVE EXAMPLES** ▪ Samples of children's journals, projects **PROGRAM EXAMPLES**		**N**	**P**	**F**

(continued rating area)

	N	P	F
Program	☐	☐	☐
Validator	☐	☐	☐

Validator Comments

NAEYC 3.D.03, 08; 3.G.09-10
NECPA p.35, 41
Head Start 1304.53(a)(1)(3)
          1304.53(b)(1)(iii-v)

II. PROGRAM OPERATION

Instruction

2.3 Curriculum is delivered through instructional strategies which support each student's development and attainment of the *MMSR Framework and Standards for Prekindergarten and Kindergarten/State curriculum.*

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING		
2.3.5 Instructional Strategies ***Instruction is based upon children's individual needs, interests, strengths, and learning styles.*** NAEYC 3.G.01-03, 08,12 NECPA p.35 Head Start 1304.21(c)(1)(i)	Teachers align instructional practices, curriculum, and assessment methods for the purpose of facilitating each child's learning. To help children acquire new skills and concepts, teachers select from a range of strategies including: asking open-ended questions; offering cues and prompts; listening attentively to children's responses and giving them enough time to express themselves; demonstrating skills; adding more complex materials or concepts to a learning situation; and providing opportunities for cooperative learning. Teachers provide a relaxed, supportive learning environment which enables children of all backgrounds to express their needs, influence the behavior of others, solve problems, describe experiences, impart information, and demonstrate courtesy and empathy toward others.	O Activities that meet children's needs • Hands-on learning tasks • Cooperative learning experiences • Exploratory learning centers • Differentiated tasks • Scaffolding O Informal daily assessment O Child selected activities **PROGRAM EXAMPLES**		

Rating detail

	N	P	F
Program	☐	☐	☐
Validator	☐	☐	☐

Validator Comments

II. PROGRAM OPERATION

Instruction

2.3 **Curriculum is delivered through instructional strategies which support each student's development and attainment of the *MMSR Framework and Standards for Prekindergarten and Kindergarten/State curriculum.***

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING			

2.3.6 **Instructional Balance**

Instructional strategies promote active participation by children in a balance of teacher-directed and child-selected activities.

NAEYC 3.G.05, 13
NECPA p.34-36
Head Start 1304.21(a)(1)(iv)
          1304.21(c)(1)(vii)(2)

BEST PRACTICES/RATIONALE

The daily program includes periods for teacher-directed and child-selected activities. The learning environment is organized so that children can function in it with a minimum of adult direction. Adults model and provide opportunities for children to exhibit age-appropriate behaviors which include assuming responsibility for carrying out routine activities, exhibiting independence and initiative in planning their own learning, and practicing pro-social skills. Teacher-directed learning provides sufficient materials or manipulatives so that each child can participate simultaneously. Teacher-directed learning addresses children's needs and interests in all developmental areas. According to research, the amount of teacher support is dependent upon the approach. The level of teacher support changes based upon learner need. The goal is to create independent, lifelong learners. *

Standards for Quality Elementary and Middle Schools, K-5th Grade Revised Edition

REQUIRED EVIDENCE

O Children's involvement in self-selected **and** teacher-directed activities
O Display of child-initiated and teacher-directed projects and books
O Activity planning board/chart
O Adequate materials and manipulatives accessible to students

PROGRAM EXAMPLES

RATING

	N	P	F
Program	☐	☐	☐
Validator	☐	☐	☐

Validator Comments

II. PROGRAM OPERATION

Instruction

2.3 **Curriculum is delivered through instructional strategies which support each student's development and attainment of the *MMSR Framework and Standards for Prekindergarten and Kindergarten/State curriculum.***

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE

2.3.7 **Multicultural Education/Diversity**
 	
Instruction addresses and respects cultural diversity, learning styles, and other individual differences.
 	
NAEYC 3.B.01-02, 04; 3.F.03; 8.B.01
NECPA p.33, 34, 51
Head Start 1304.21(a)(1)(iii)
           1304.21(a)(5)(iii)
           1304.21(b)(1)(i)
           1304.53(b)(1)(ii-iii)
	Instructional practices reflect the areas of diversity as identified by state law: ability, age, gender, ethnicity, language, race, religion, region and socioeconomic status. Instructional activities are planned to accommodate diverse learning styles. They recognize children's cultural identities by celebrating cultural events (e.g., Cinco de Mayo, May Day), and home cultures (e.g., food and cooking, family album, language spoken at home). The use of visuals depicts various cultures authentically. Families are involved as resource people or provide family artifacts. Instructional strategies include activities that expand awareness of gender roles (i.e., interviews with adults in non-traditional professional roles.) Materials in the classroom reflect non-stereotyped gender roles and diverse ethnic groups. Instructional materials also portray positively individuals with disabilities and persons from a wide range of economic backgrounds and of various ages.*
	
	NAEYC. Developmentally Appropriate Practices in Early Childhood (1997)
		O Authentic representation of cultures and people through illustrations, literature, props, photographs, music and posters
		O Materials in the classroom reflect non-stereotyped gender roles and diverse ethnic groups (skin-tone paper, crayons, books, music)
		O Instructional materials positively portray individuals with disabilities and from a variety of backgrounds
		O Activities support different learning styles

RATING

	N	P	F
Program	☐	☐	☐
Validator	☐	☐	☐

Validator Comments

REPRESENTATIVE EXAMPLES

- Photos of family members serving as resource speakers or providing family artifacts

PROGRAM EXAMPLES

II. PROGRAM OPERATION

Instruction

2.3   Curriculum is delivered through instructional strategies which support each student's development and attainment of the MMSR Framework and Standards for Prekindergarten and Kindergarten/State curriculum.

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING		

2.3.8   Instructional Management
 	
***Instruction incorporates management strategies wh**ich* **facilitate logical, organized transitions and routines, and promote positive student behavior.**
 	
NAEYC 3.A.05,07; 3.D.09
NECPA p.14-15, 29, 36, 37
Head Start 1304.21(a)(3)(ii)
            1304.40(h)
            1304.41(c)(1)
	The classroom community is organized and structured. The students are aware of expectations and daily routines. Students and teachers share responsibility for the classroom. Minimal amounts of time are spent getting ready, sitting, and listening. Music, poetry, finger plays, riddles, hand signs, overhead lights, and other forms of language and thinking games or cues are used to eliminate wait time during transitions. The daily routine is maintained to establish set expectations. Sufficient time is allocated for transitions to allow children to clean up and prepare for the next activity. Trays and bins for materials are clearly labeled to facilitate self-directed clean up on the part of the children.*
	
	*Standards for Quality Elementary and Middle Schools, K-5th Grade
		O Teacher/assistant collaboration and involvement with students
		O Use of lights, verbal cues, musical cues, sign language, poetry, songs, finger plays, riddles, and thinking games to promote smooth transitions
		O Labeled materials
		O Daily agendas, activity planning boards/charts, grouping charts for classroom activities, helpers chart
		O Behavior management strategies that result in positive learning behaviors (e.g., acknowledging positive behaviors, and avoidance of or ignoring negative behaviors, etc.)
		
		REPRESENTATIVE EXAMPLES
		
		▪ Chart of cooperative behaviors
		
		PROGRAM EXAMPLES
			Program
			
			Validator
			
			Validator Comments
				N **P** **F**
				☐ ☐ ☐
				
				☐ ☐ ☐	

II. PROGRAM OPERATION

Instruction

2.3 **Curriculum is delivered through instructional strategies which support each student's development and attainment of the *MMSR Framework and Standards for Prekindergarten and Kindergarten/SC*.**

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING		
2.3.9 Social Interaction **Instruction promotes appropriate interaction and cooperation.** NAEYC 3.B.05-06, 12 NECPA p.14-15, 37 Head Start 1304.21(b)(2)(i) 1304.21(c)(1)(iv-vi)	Teachers model and provide opportunities for children to exhibit helpful behavior; to develop and follow rules for the care and safety of themselves, others, and classroom materials; to get along with others from similar and different backgrounds; to demonstrate respect for others, and to make friends. Social conflicts among children are used as learning experience with adults helping children to negotiate disagreements among themselves without solving problems for them. Teachers describe consequences of inappropriate and appropriate behavior. Teachers and students generate classroom rules together and decide on appropriate consequences throughout the year.* *NAEYC. Developmentally Appropriate Practices in Early Childhood(1997).*	**O** Exploratory centers **O** Activities that promote appropriate behavior **O** Charts of desired behaviors **REPRESENTAIVE EXAMPLES** ▪ Class meetings/circle time discussions ▪ Small group interactions ▪ Paired activities ▪ Role playing ▪ Plays and puppet shows ▪ Small group problem solving **PROGRAM EXAMPLES**			

RATING detail

	N	P	F
Program	☐	☐	☐
Validator	☐	☐	☐

Validator Comments

II. PROGRAM OPERATION

Assessment

2.4 Assessment of students is multidimensional, developmentally appropriate, and ongoing. Assessment data is used by teachers and students to facilitate learning.

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING		

2.4.1 Multiple Assessment Methods

Multiple assessment methods are used to identify students' strengths, needs, interests, and progress. Information about areas of students' development and progress are systematically collected and documented throughout the school year.

NAEYC 4.A.01; 4.B.01-03, 05; 4.C.02;
          4.E.01
NECPA p.33
Head Start 1304.21(c)(2)
          1304.51(g)

Teachers implement a systematic method of assessing children's developmental progress by using documentation of children's learning, developmental guidelines, and checklists. Techniques such as running records, anecdotal records, checklists, or collection of work samples are used to gain information about each child's interests, strengths, and needs. Teachers solicit parents' knowledge about students' learning and developmental progress and incorporate this information into ongoing assessment and evaluation strategies. All of these provide the basis for making instructional decisions.

Attention is given to assessing progress of English language learners and other children with linguistic differences. There is evidence of classroom assessment accommodations for students with disabilities.

Developmental guidelines and checklists are aligned with the curriculum and instructional practices to support *MMSR Framework and Standards for Prekindergarten and Kindergarten/VSC.*

Opportunities for students to engage in integrated performance-based assessments are provided.

☐ Work Sampling System or similar assessment system
☐ Portfolios containing
  • Checklists
  • Anecdotal records
  • Work samples
☐ Evidence of differentiated assessments

REPRESENTATIVE EXAMPLES

- Self-assessments
- Developmental screenings
- Performance tasks assessing application of
- knowledge
- Additional assessment instruments (DIBELS, running records, etc.)

PROGRAM EXAMPLES

	N	P	F
Program	☐	☐	☐
Validator	☐	☐	☐

Validator Comments

II. PROGRAM OPERATION

Assessment

2.4 **Assessment of students is multidimensional, developmentally appropriate, and ongoing. Assessment data is used by teachers and students to facilitate learning.**

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING			

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE				
2.4.2 **Assessment-Based Instruction** **Developmentally appropriate assessment is an integral part of daily planning and instruction.**	The focus of classroom assessment is closely aligned with what the students are learning, and the timing of the assessments corresponds to the concepts that children are taught. Teachers use assessment results to plan instruction—what to teach next and how to support each child's learning. Weekly plans for instruction include learning activities for individual children. Teachers use information from a variety of instruments and assessment methods when referring children to Infants and Toddlers, Child Find, or school based review and evaluation teams.	❑ Daily lesson plans reflecting differentiation of instruction based on individual assessment results ❑ Evidence of ongoing authentic assessments used to determine individual and small-group needs		**N**	**P**	**F**
			Program	☐	☐	☐
			Validator	☐	☐	☐
		PROGRAM EXAMPLES	**Validator Comments**			

NAEYC 4.D.01, 03, 08
NECPA p.33
Head Start 1304.20(b)(3)
           1304.21(c)(1)(i)
           1304.21(c)(2)						

II. PROGRAM OPERATION

Assessment

2.4 **Assessment of students is multidimensional, developmentally appropriate, and ongoing. Assessment data is used by teachers and students to facilitate learning.**

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING

2.4.3 **Communication of Assessment Information**

Assessment information is communicated with children and parents/guardians on a regular, ongoing basis.

NAEYC 4.E.01-02; 7.B.02,04; 7.C.01,
        03
NECPA p.33
Head Start 1304.20(c)(1-2)
        1304.21(a)(2)(i-ii)
        1304.21(b)(3)
        1304.51(c)(1-2)

BEST PRACTICES/RATIONALE

Teachers maintain ongoing communication about their children's progress through a variety of means. Specific feedback about children's learning and development is communicated on a regular basis in terms that parents can understand. Information elicited from families about each child's interests and experiences at home is considered in program planning and implementation. Children's progress is reported in comparison with their previous performance. Parents are given general information about age-related expectations. Progress is also communicated in conferences that are scheduled at mutually convenient times. Parents are always involved in the review and evaluation of a child's progress and in determining the child's individual program. Accommodations are made to communicate with non-English speaking parents or parents with special needs.*

NAEYC. Developmentally Appropriate Practices (1997)

REQUIRED EVIDENCE

☐ Progress reports/report cards
☐ Conference schedules
☐ Assessment results, anecdotal notes, portfolios
☐ Communication logs

REPRESENTATIVE EXAMPLES

▪ Log of home visits

PROGRAM EXAMPLES

RATING

	N	P	F
Program	☐	☐	☐
Validator	☐	☐	☐

Validator Comments

II. PROGRAM OPERATION

Assessment

2.4 **Assessment of students is multidimensional, developmentally appropriate, and ongoing. Assessment data is used by teachers and students to facilitate learning.**

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING			
2.4.4 Articulation **Assessment data is shared with parents and relevant staff in order to collaborate and communicate about progress and plans for instruction. Information regarding instructional status is shared within the grade, between grades, between programs, and with parents.** NAEYC 4.E.03; 7.C.06-07; 10.B.14 NECPA p.33 Head Start 1304.20(f)(2)(iii) 1304.21(a)(2)(ii) 1304.41(c)(1)(iii)	Articulation meetings usually occur at the end of the school year to discuss each child's progress and plan for future learning. Ideally, the parent(s), the current and the receiving teacher, and the child will participate. Work samples or portfolios are shared and maintained. Teachers may arrange for students to visit subsequent grades or programs at the end of the school year. Parents are informed of differences in curriculum and instructional programs between grades and programs. A written articulation process is documented.	☐ Notes from articulation meetings and/or copy of completed articulation plans ☐ Progress reports/report cards ☐ Communication logs **REPRESENTATIVE EXAMPLES** ▪ Notes from parent conferences **PROGRAM EXAMPLES**			

RATING

	N	P	F
Program	☐	☐	☐
Validator	☐	☐	☐

Validator Comments

III. HOME AND COMMUNITY PARTNERSHIPS

Partnerships

3.1 **Family and community partnerships support the success of early learning programs.**

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING

3.1.1 Communication with Families

Expectations and information about early learning programs are disseminated on an ongoing basis and allow for family input.

NAEYC 7.A.06-09; 7.B.01-02, 06
NECPA p.39
Head Start 1304.21(a)(2)(i)
          1304.40(a)(1)
          1304.40(e)(5)

BEST PRACTICES/RATIONALE

Designing effective forms of communication about programs and program activities helps bridge the gap between families and programs.

Effective communication provides opportunities for parents to communicate information regarding their children's strengths and needs, and their expectations for their children are learning.

Expectations for early learning programs and plans for implementing them are disseminated to parents on an ongoing basis.

Scheduling activities at times convenient for parents encourages family participation.

School/Family/Community Partnerships

REQUIRED EVIDENCE

☐ Registration materials
☐ Documentation of family outreach activities—log of telephone calls, copies of newsletters, dissemination of program goals and plan, special event flyers
☐ Sign-in sheets and/or minutes for parent meetings and conferences held at convenient times for parents
☐ Handbook for parents
☐ Copy of program calendar
☐ Materials available in native languages and alternative formats for family members with disabilities
☐ Directory of program staff
O Family communication board

REPRESENTATIVE EXAMPLES

- Log of home visits

PROGRAM EXAMPLES

RATING

	N	P	F
Program	☐	☐	☐
Validator	☐	☐	☐

Validator Comments

III. HOME AND COMMUNITY PARTNERSHIPS

Partnerships

3.1   Family and community partnerships support the success of early learning programs.

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING			

3.1.2 Supporting Child Development

Families, community members, and staff collaborate to promote child development and learning at home.

Educators help bridge the gap between home and educational program by assisting families in developing home environments that support children's development and learning. Providing information and ideas will help families assist their children at home with curricular related activities. Families also need information and data enabling them to make wise educational decisions and plan for their children's futures.*

REQUIRED EVIDENCE

☐ Copies of newsletters containing information about child development and learning

☐ Agendas and/or sign-in sheets for workshops involving parents and/or children

☐   School Readiness materials

O Displays of brochures regarding child development

REPRESENTATIVE EXAMPLES

▪ Copy of take-home learning materials

PROGRAM EXAMPLES

RATING

	N	P	F
Program	☐	☐	☐
Validator	☐	☐	☐

Validator Comments

NAEYC 7.A.05; 7.B.06
NECPA p.39
Head Start 1304.40(e)(1)(3)
              1304.40(e)(4)(i)

School/Family/Community Partnerships

III. HOME AND COMMUNITY PARTNERSHIPS

Partnerships

3.1 Family and community partnerships support the success of early learning programs.

INDICATORS	BEST PRACTICES/RATIONALE	REPRESENTATIVE EXAMPLES	RATING		

3.1.3 Family Participation and Involvement

Families, community members, staff, and administrators are actively involved in program-based activities, curriculum, shared decision making, and advocacy for children.

NAEYC 7.A.07, 12-14; 8.B.01-05
Head Start   1304.21(a)(2)(i)
1304.40(a)(4-5)
1304.40(d)(2-3)

A comprehensive program of partnerships promotes family and community participation and involvement in the educational program. Members of families are encouraged to participate in the program in ways that they feel comfortable. They may take part in classroom activities (e.g., sharing a cultural event, telling or reading a story, tutoring, making learning materials, playing games, or assisting with the instructional program.) They may contribute to activities outside the classroom (e.g., designing or sewing costumes, working in the media center, going on a field trip). Members might also wish to become a member of a team, responsible for making decisions about the program.

*NAEYC. *Developmentally Appropriate Practice in Early Childhood Programs(1997)*

REPRESENTATIVE EXAMPLES

- ❑ Schedule of parent or community volunteers
- ❑ Agendas for volunteer orientation and trainings
- ❑ List of School Improvement Team members
- ❑ List of PTA/PTO/parent advisory committee members

REPRESENTATIVE EXAMPLES

- Photos of volunteers serving as resources
- Policy handbook which outlines the process for influencing decisions, raising concerns, appealing decisions, and solving problems
- Agendas for trainings provided for parents, community, and staff in collaborative partnerships

PROGRAM EXAMPLES

RATING

	N	P	F
Program	☐	☐	☐
Validator	☐	☐	☐

Validator Comments

III. HOME AND COMMUNITY PARTNERSHIPS

Partnerships

3.1   Family and community partnerships support the success of early learning programs.

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING		

3.1.4 Collaborating with the Community
 	
Community resources are used to strengthen early learning programs, families, and children's learning.
 	
NAEYC 7.C.05; 8.A.01-04; 8.B.06
NECPA p.39
Head Start 1304.40(h)
         1304.41(a)(1-2)
         1304.41(c)(1)
	Programs identify and integrate resources and services from their community to strengthen programs, family practices, and student learning and development. * Programs establish procedures to support successful transitions for children from one program to another.
	
	School/ Family/Community Partnerships
		☐ Newsletters regarding community resources
		☐ Copies of established transition policies and/or transition plans
		☐ List of community resources that collaborate with the program in order to meet the needs of the program and community
		☐ Guides or directories of community resources available to parents/programs
		
		REPRESENTATIVE EXAMPLES
		
		▪ Copies of Memorandums of Understanding, agreements, agendas and/or minutes of meetings with community resources
		
		PROGRAM EXAMPLES			

Rating sub-table:

	N	P	F
Program	☐	☐	☐
Validator	☐	☐	☐

Validator Comments

III. HOME AND COMMUNITY PARTNERSHIPS

Partnerships

3.1   Family and community partnerships support the success of early learning programs.

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING			

3.1.5 Evaluation

Family and community members are encouraged to provide input to strengthen early learning programs, family practices, and children's learning and development.

NAEYC 4.A.03; 7.C.02; 8.A.07
NECPA p.33
Head Start 1304.40(e)(1)

BEST PRACTICES/RATIONALE

Programs solicit family and community knowledge regarding children's learning and development and incorporate it into ongoing assessment and evaluation of the program.*

*NAEYC. *Developmentally Appropriate Practice in Early Childhood Programs(1997).*

REQUIRED EVIDENCE

☐ Copies of completed surveys sent to parents and participating community organizations
☐ Copies of evaluations of partnership activities

REPRESENTATIVE EXAMPLES

- Copies of program evaluation completed by administrators and/or outside agencies, if applicable
- Copies of recommendations made to the School Improvement Team
- Copies of interviews completed with parents and community organizations

PROGRAM EXAMPLES

RATING

	N	P	F
Program	☐	☐	☐
Validator	☐	☐	☐

Validator Comments