MARYLAND STATE DEPARTMENT OF
EDUCATION
Achievement Matters Most

Standards for Implementing
Quality Early Childhood Programs

Center~based Child Care & Head Start
Instrument for Self~Appraisal and Validation

Maryland State Department of Education
Division of Early Childhood Development
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CONTENTS

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.

Judith P. Hoyer Early Care and Education

MSDE Standards for Implementing Quality Early Childhood Programs outlines a self-appraisal and accreditation/validation process. Non-public programs seek accreditation and public programs seek validation from MSDE. Programs receiving public funds under the Judith P. Hoyer Early Care and Education program are **required** to pursue accreditation or validation. Our goal in achieving high-quality programs is manifested by consistent implementation of quality standards and best practices for Maryland's early care and education professionals and programs.

I. PROGRAM ADMINISTRATION

Mission Statement

1.1   **The early childhood education program's philosophy is consistent with early childhood practices that are age and developmentally appropriate and reflect the role of families. The written mission or philosophy statement for the early childhood program is used by the staff as the foundation for planning, for staff development, and for 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 early childhood education program has a written philosophy/mission statement, which reflects planned use of effective early childhood practices. The written philosophy/mission statement is shared with staff and families.** NAEYC 10.A.01; 10.B.07 NECPA p. 33, 39 Head Start 1304.21(a-c) 1304.51(a)(1-2)	The philosophy statement is an integral part of the early childhood education program's overall mission. It refers to research and literature-based practices in early childhood education.* *Eager to Learn: Educating our Preschoolers,* National Research Council *Developmentally Appropriate Practices in Early Childhood Programs – Revised Edition*, NAEYC	☐ Written mission or philosophy statement of the early childhood program ☐ Documentation of dissemination to staff and families	**Program**			
		PROGRAM EXAMPLES	**Validator**			
			Validator Comments			

I. PROGRAM ADMINISTRATION

Mission Statement

1.1   **The early childhood education program's philosophy is consistent with early childhood practices that are age and developmentally appropriate and reflect the role of families. The written mission/philosophy statement for the early childhood program is used by the staff as the foundation for planning, for staff development, and for implementation, evaluation, and continuous improvement of the program.**

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING		
1.1.2 Staff Development **The early childhood education program mission/philosophy statement 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 mission/policy statement reflects professional development opportunities for staff in early childhood education programs. Ongoing professional development provides continuing education and other opportunities for staff to keep abreast of the latest developments in the field, including: new programs and practices, routines, pending policy, legislation, or regulatory changes. In addition to staff training, volunteers and substitutes are adequately acquainted with the program philosophy goals, emergency health and safety procedures, child abuse and neglect reporting procedures, and expectations for ethical conduct.* * The National Staff Development Council, Standards for Staff Development.	☐ Written statements or plans regarding staff development ☐ Orientation Packet for staff **PROGRAM EXAMPLES**		N	P	F

(Rating sub-table for the right column:)

	N	P	F
Program			
Validator			

Validator Comments

I. PROGRAM ADMINISTRATION

Mission Statement
1.1   The early childhood education program's philosophy is consistent with early childhood practices that are age and developmentally appropriate and reflect the role of families. The written mission/philosophy statement for the early childhood program is used by the staff as the foundation for planning, for staff development, and for implementation, evaluation, and continuous improvement of the program.

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING		
1.1.3 Implementation **The learning environment and activities are developmentally appropriate for children and reflect the program's philosophy and goals.** NAEYC 2.A.01; 3.B.01 NECPA p. 33 Head Start 1304.21(a-c)	The philosophy reflects the principles of developmentally appropriate practices. It states explicitly the role of families in the early education and learning of young children, and reflects the multiple social and cultural contexts of the community.* * NAEYC. Developmentally Appropriate Practices in Early Childhood Programs (1997) Eager to Learn: Educating our Preschoolers, National Research Council (2001) Literacy Positions Statement, Learning to Read and Write: Developmentally Appropriate Practices for Young Children, International Reading Association (IRA) and the National Association for the Education of Young Children (NAEYC).	☐ Written mission or philosophy statement of the early childhood program ☐ Plan for involving parents O Developmentally appropriate environment and activities **PROGRAM EXAMPLES**			
				N **P** **F**	
			Program		
			Validator		
			Validator Comments		

I. PROGRAM ADMINISTRATION

Mission Statement

1.1 **The early childhood education program's philosophy is consistent with early childhood practices that are age and developmentally appropriate and reflect the role of families. The written mission/philosophy statement for the early childhood program is used by the staff as the foundation for planning, for staff development, and for implementation, evaluation, and continuous improvement of the program.**

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING		

1.1.4 Evaluation

The guidelines, yearly plan, or handbook includes the program's annual evaluation and the process for ongoing program and staff reviews.

NAEYC 4.A.02-03; 10.F.01-05
NECPA p. 51
Head Start 1304.51(i)

The guidelines, yearly plan, or handbook reflect methods of current and ongoing program evaluation, which include annual program evaluation, staff reviews, and plans for improvement.

The program's effectiveness will be evaluated annually by administrators, families, staff, and other routinely participating adults.

Staff uses individual descriptions of children's development and learning, which are written and compiled, as a basis for planning appropriate learning activities, and as a means of facilitating the optimal development of each child.

☐ Written plan for evaluation
☐ Copies of completed evaluation tools

REPRESENTATIVE EXAMPLES

- Evaluation timeline
- Improvement plans
- Staff guidelines
- Staff reviews

PROGRAM EXAMPLES

RATING

	N	P	F
Program			
Validator			

Validator Comments

I. PROGRAM ADMINISTRATION

Program Personnel				
1.2 The early childhood education program is collaboratively administered, supervised, and implemented by qualified personnel.				

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING	

				N	P	F
1.2.1 Administration **Upon hire and at least once each program year, the director or education supervisor provides an orientation session for staff about the early childhood program to ensure the implementation of a developmentally appropriate program.** NAEYC 6.A.03 NECPA p. 47 Head Start 1304.51(d-f)	The director informs the staff about developmentally appropriate programming and practices. Resource materials such as national and state standards, guideline information, brochures for families, and staff development materials on developmentally appropriate practices are available. Staff has a clear understanding of job expectations.	☐ OCC Staff Orientation Form for each staff member (signed and dated) ☐ Staff meeting calendar and agendas **REPRESENTATIVE EXAMPLES** ▪ Minutes, agendas, calendars for conferences/meetings/trainings ▪ Copies of resource materials ▪ Job description and responsibilities **PROGRAM EXAMPLES**	**Program**			
			Validator			
			Validator Comments			

I. PROGRAM ADMINISTRATION

Program Personnel

1.2   **The early childhood education program is collaboratively administered, supervised, and implemented by qualified personnel.**

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING			

1.2.2   Supervision

The supervisor and/or director provide regular feedback to staff about the development and implementation of a developmentally appropriate program.

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

The supervisor or director promotes an open system of staff communication which supports the ongoing exchange of information among staff, focusing on specific instructional or programmatic strategies related to the quality of services, and representing the best interests of children and families.

Effective formal and informal communication methods include: regularly scheduled staff meetings used to facilitate staff input and discussions concerning the quality of services to children and families, and opportunities to express concerns and provide effective feedback related to professional development and growth.

In addition, these methods include peer coaching, mentoring for improvement, workshop seminars, action research, and teaching teams.

☐ Agendas for staff meetings, workshops, or seminars
☐ Copies of informal and formal staff observations

REPRESENTATIVE EXAMPLES

▪ List of available support and resource personnel for staff

PROGRAM EXAMPLES

RATING

	N	P	F
Program			
Validator			

Validator Comments

I. PROGRAM ADMINISTRATION

Program Personnel

1.2   **The early childhood education program is collaboratively administered, supervised, and implemented by qualified personnel.**

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING		
1.2.3 Qualification (Birth to Five) **Early childhood teacher (formerly senior staff)**, responsible for the care and education of a group of children from birth through age five, **must** have at least an AA degree which includes, at a minimum, 15 semester hours of approved course work in early childhood education /child development or equivalent **AND** must hold a Maryland Child Care Credential of level five or higher. Preferably, **lead staff** has baccalaureate degrees in early childhood education/child development or a related field **AND** holds a Maryland Child Care Credential of level six. **Aides** working with teachers have a Maryland Child Care Credential of level two or higher. NAEYC 6.A.05-06 NECPA p. 7-10 Head Start 1304.52(d)(1) 1304.52(g)(3)	Staff members who are appropriately educated are better prepared to plan and implement quality, developmentally appropriate programs for young children. "What teachers know and do is the most important influence on what students learn." * *What Matters Most: Teaching for America's Future,(1996) National Commission on Teaching and America's Future	☐ OCC Personnel Qualification Form ☐ Maryland Child Care Credential		**N**	**P**	**F**

REQUIRED EVIDENCE	RATING	
REPRESENTATIVE EXAMPLES	**Program**	
▪ Transcripts and teaching certificates	**Validator**	
PROGRAM EXAMPLES	**Validator Comments**	

I. PROGRAM ADMINISTRATION

Program Personnel

1.2   **The early childhood education program is collaboratively administered, supervised, and implemented by qualified personnel.**

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING		

				N	P	F
1.2.4 **Professional Support** **The program provides support to staff in order to meet their personal and professional needs.**	Adult restroom and lounge separate from children's activity area are available. Adequate individual storage area for personal belongings in the classroom, with safety provisions if necessary, is provided. A conference or meeting area is designated. Staffing patterns are adequate to allow time for staff members to meet their personal needs and handle administrative and planning tasks.	☐ Staff schedules with breaks and planning times **REPRESENTATIVE EXAMPLES** o Lockers/cabinets to store personal belongings o Staff restroom o Designated conference/meeting areas o and/or lounge/staff room **PROGRAM EXAMPLES**	**Program**		
			Validator		
NAEYC 9.C.02; 10.E.07 NECPA p. 35, 36, 50 Head Start 1304.53 (a) (2)			**Validator Comments**		

I. PROGRAM ADMINISTRATION

Program Continuity

1.3 **The early childhood education program utilizes curricula and instructional strategies that ensure continuity of learning and development for all children.**

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING		
1.3.1 Curricula **The program has a written curriculum based on the knowledge of child development.** NAEYC 2.A.02 NECPA p. 33, 34 Head Start 1304.21(a-c) 1304.51(a)	The early childhood education program is based on the developmental characteristics and needs of young learners and helps them to reach their full potential. The program: • Is aligned with state and national standards that reflect appropriate early childhood education practices. • Provides for the individual needs, interests, and learning styles of all young learners based on observations and assessments. • Facilitates communication among staff at the time of children's transition to the next age group or program. • Children who show developmental delays receive either special support or are referred to Child Find, or the local Infants and Toddlers program for developmental evaluation and subsequent services.	☐ Evidence of one of the following resources which aligns with *MMSR Framework and Standards for Prekindergarten and Kindergarten* and/or *Healthy Beginnings: Supporting Development and Learning from Birth through Three Years of Age.* • A comprehensive curricular resource recommended by MSDE; or • A curriculum developed by the local school system (LSS); or • An individually developed curricular resource developed by a program for which MSDE approval has been obtained *** (See Appendix for Policies document.)**			
		PROGRAM EXAMPLES			

Rating columns:

	N	P	F
Program			
Validator			

Validator Comments

I. PROGRAM ADMINISTRATION

Program Continuity

1.3 The early childhood education program utilizes curricula and instructional strategies that ensure continuity of learning and development for all children.

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING		

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE		N	P	F

1.3.2 Assessment and Instructional Strategies
 	
The program provides developmentally appropriate activities and materials that are selected to emphasize active, hands-on learning.
 	
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)
	The program will enable children to foster positive identity, develop social skills, and problem solve.
	
	Activities will encourage critical thinking, reasoning, questioning and experimentation. The activities will encompass all areas of development, including language and literacy, cognitive, physical (fine and gross motor), social and emotional, and creative.
	
	Materials and equipment are appropriate to the age group. The materials should also reflect the diversity and lives of the children and families served, as well as of society in general.
	
	Staff regularly assesses activities and materials to ensure appropriateness and effectiveness.
		☐ Developmentally appropriate curriculum guides and/or unit plans
		O Developmentally appropriate materials, equipment, and activities
		
		PROGRAM EXAMPLES
			Program
			
			Validator
			
			Validator Comments			

I. PROGRAM ADMINISTRATION

Program Continuity

1.3 **The early childhood education program utilizes curricula and instructional strategies that ensure continuity of learning and development for all children.**

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING		
1.3.3 Transition and Continuity of Services **Staff from the early childhood education program develops transition plans for children moving to a new group or program that communicate children's individual strengths and needs.** NAEYC 10.B.14 NECPA p. 36 Head Start 1304.41(c)	To ensure the most appropriate placement for a child, transition planning must be undertaken. Transition planning should address issues for all children (including children with special needs), such as: ▪ ways for the family to facilitate the child's health and learning needs ▪ written or verbal communication between the early childhood program and other groups or programs to communicate children's strengths and needs. ▪ preparing the child and family for the transition.	☐ Transition plans for class/program ☐ Written plans/activities with local school systems to connect parents and children with LSS resources O Evidence that staff and families are engaged in practices to encourage children's smooth transitions between activities, classrooms and/or schools **REPRESENTATIVE EXAMPLES** • Verbal, visual or auditory transition cues **PROGRAM EXAMPLES**			
				N	**P**	**F**
			Program			
			Validator			

Validator Comments

I. PROGRAM ADMINISTRATION

Program Accountability

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

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING			
1.4.1 **Reporting** **The results of the self-appraisal and/or program review are kept on site and reported to the governing body of the early childhood program.** NAEYC 10.F.02 NECPA p. 33, 47 Head Start 1304.51(i)(1)	After conducting a self-appraisal using the *Standards for Implementing Quality Early Childhood Education Programs* instrument, the results and strategies for program improvement are shared with parents, staff, governing bodies, and others as appropriate.	☐ Minutes from staff, planning, and parent meetings regarding program improvement ☐ Most recent inspection/monitoring report ☐ Master copy of the Self-Appraisal Instrument **REPRESENTATIVE EXAMPLES** ▪ Documentation that the *Instrument for Self-Appraisal and Validation* and *Program Improvement Plan(s)* were communicated to the governing body **PROGRAM EXAMPLES**				

Within the RATING section:

	N	P	F
Program			
Validator			

Validator Comments

I. PROGRAM ADMINISTRATION

Program Accountability

1.4   The program uses the results of the ongoing evaluation of the early learning program in planning for overall program improvement.

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING			

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE		N	P	F
1.4.2 Ongoing Planning **The results of the program self-appraisal are used to plan for program improvement.**	The program will use the results of the evaluation to develop a plan of program improvement, which includes improvement strategies, resources, persons responsible, and a timeline for implementation and completion.	☐ Master copy of Self-Appraisal Instrument ☐ Program Improvement Plan(s) **O** Evidence of ongoing program improvements	**Program**			
			Validator			

Validator Comments

REPRESENTATIVE EXAMPLES

- Updated written Program Improvement Plans
- Program Improvement Visit Checklist

PROGRAM EXAMPLES

NAEYC 10.F.03
NECPA p. 33, 47
Head Start 1304.50(g)(1-2)
            1304.51(i)(2-3)

II. PROGRAM OPERATION

Environment (Birth—6 years)

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 the Maryland State Child Care Licensing Regulations, zoning requirements, 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. Bathroom facilities are clean, well lit and ventilated. Bathroom supplies (toilet paper, 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)

❑ Documentation of fire drills
❑ Septic inspection certificate, if applicable
O Clean
O Well lighted and ventilated
O Free of clutter
O Appropriate storage of hazardous materials
O Covered electrical outlets
O Free of tobacco, alcohol, and illegal drugs
O Toilets, sinks, drinking water facilities accessible, clean, in good repair, and well supplied
O Separate diapering area, if applicable
O Food preparation area meets standards

PROGRAM EXAMPLES

RATING

	N	P	F
Program			
Validator			

Validator Comments

II. PROGRAM OPERATION

Environment (Birth—6 years)

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(b) Learning Environment: Outdoor

The learning environment meets standards for safety, toxicity, construction, and cleanliness. The program must comply with the Maryland State Child Care Licensing Regulations, zoning requirements, fire, health and safety regulations.

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

BEST PRACTICES/RATIONALE

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 should be well drained and accessible by safe walkways or paths. 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 size balls, ramp and ladder access to climbing structures). Adaptations are made or special equipment is provided for children with disabilities. 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.*
*COMAR .40, .50, .51
  ECERS-R
  ITERS

REQUIRED EVIDENCE

O Clean
O Well drained
O Free of clutter
O Appropriate storage of outside equipment
O Appropriate and well maintained playground equipment
O Appropriate surfaces
O Shaded/covered area

PROGRAM EXAMPLES

RATING

	N	P	F
Program			
Validator			

Validator Comments

II. PROGRAM OPERATION

Environment (Birth—6 years)

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		N	P	F

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. Furniture is arranged for convenient use.
	
	Furnishings, such as open shelves for safe materials and sturdy storage containers, encourage appropriate independence. Cozy and soft areas (e.g., rug, bean bag chair) are available. Adaptive furniture permits the inclusion of children with special needs.
	
	Technological equipment appropriate to the development of children is placed so that it can be safely accessed.
	
	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 Technological equipment is safely placed and accessible to children
		
		PROGRAM EXAMPLES
			Program
			
			Validator
			
			Validator Comments		

II. PROGRAM OPERATION

Environment (Birth—6 years)

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.*

REQUIRED EVIDENCE

O   Organized to be child centered, flexible, and accessible to all children
O   Space to facilitate 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

	N	P	F
Program			
Validator			

Validator Comments

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)

*ECERS-R
 ITERS

II. PROGRAM OPERATION

Environment (Birth—6 years)

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 provides 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, dolls, puppets, reflecting
		   diversity
		O Displays, clothing, music, photographs,
		   maps, depicting cultural diversity and
		   non-stereotypical images
		O Materials available in multiple
		    languages, if applicable
		O Skin tone crayons, paper, and paint
		O Various modalities reflected
		O Assistive technology, if applicable
		O Wheelchair accessibility, if applicable
		
		PROGRAM EXAMPLES			

Rating columns: N, P, F — Program, Validator

Validator Comments

II. PROGRAM OPERATION

Environment (Birth—6 years)

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		N	P	F

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, to 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 to 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 curriculum
		O Accommodate various physical needs of students
		O Appropriate/equitable and safe use of technology
		
		PROGRAM EXAMPLES
			Program
			
			Validator
			
			Validator Comments		

II. PROGRAM OPERATION

Environment (Birth—6 years)

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			
2.1.6 Supervision of Children **Children are under adult supervision at all times.** NAEYC 3.C.01; 9.A.05; 10.B.12 NECPA p. 29-30 Head Start 1304.52(g)(4) 1306.32	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. The ratio of adults to children for all age groups and group sizes must meet Maryland State Child Care Licensing Regulations. Groups of children may be age-determined or multi-age. A group is the number of children assigned to a staff member or a team of staff members occupying an individual classroom or well-defined space. The ratio is maintained at all times including outdoor time.* *COMAR ECERS-R ITERS	☐ Staffing chart showing coverage for breaks and/or planning time O Ratio of adults to children meets or exceeds licensing regulations O Children in view of adult at all times O Staff scan room when working with one child or a small group **PROGRAM EXAMPLES**			

		N	P	F
Program				
Validator				

Validator Comments

II. PROGRAM OPERATION

Care and Learning Opportunities for Infants and Toddlers (Birth to 36 Months)

2.2 **(I/T)** The early childhood program has research-based care and learning opportunities that support each child's development and follows the *Healthy Beginnings: Supporting Development and Learning from Birth through Three Years of Age*.

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING			

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE
2.2.l (I/T) Routine Care **Staff utilizes routine care procedures that support children's needs for physical movement, sensory stimulation, fresh air, rest, and nourishment.** NAEYC 3.A.03; 3.B.02-03; 3.D.02; 5.A.08, 11, 14; 5.B.02, 12; 5.C.03 NECPA p.31-32 Head Start 1304.53 (a) (xiv) (xviibvii2,3) Facilities, materials and equipment 1304.23 (a) (3) (4iv,v) (vii,5) (7e,1,2) Child Nutrition	Children's care is individualized so that each child may progress toward increasing levels of autonomy. Children's nutritional well-being is ensured by serving food that is nutritional and appropriate for the age and that has been stored properly. Infants are fed when they seem hungry, and if unable to sit, are held as they eat. Diapers/pull-ups are changed when wet or soiled in a separate area that meets health and licensing standards. Infants are placed on their backs (unless otherwise notified by a doctor in writing) in safe and appropriate sleeping facilities. As children grow they will develop the ability to turn over on their own. Soft items such as pillows, toys, and blankets must not be placed in cribs of very young infants. The following sanitary procedures are to be implemented while providing care to young children: washing hands before and after diapering and before preparing food, labeling children's personal belongings (e.g., pacifiers, bottles) and washing bedding and toys that are mouthed by children.* *NAEYC Early Childhood Program Standards and Accreditation Criteria*	☐ Documentation of routine care O Nutritional food provided O Food appropriately refrigerated/stored O Bottles and pacifiers labeled O Sanitary diapering area O Children clean and dry O Children sleeping and resting appropriately O Care is provided in a responsive, supportive, and comforting manner

Rating

		N	P	F
Program				
Validator				

Validator Comments

PROGRAM EXAMPLES

II. PROGRAM OPERATION

Care and Learning Opportunities for Infants and Toddlers (Birth to 36 Months)

2.2 **(I/T) The early childhood program has research-based care and learning opportunities that support each child's development and follows the** *Healthy Beginnings: Supporting Development and Learning from Birth through Three Years of Age.*

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING			

2.2.2 (I/T) Social/Emotional Security

Staff helps infants and toddlers develop positive and secure relationships by interacting frequently with them, showing affection, interest, and respect.

NAEYC 1.B.01-03, 05; 2.B.01;
    1.C.01.03;1.D.05
NECPA p.34
Head Start 1304.21 (a)(4) (iii)
    1304.21(b)(1)(ii)
    1304.21 (b) (2) (ii)

The social and emotional development of infants and toddlers is based upon their relationship with consistent staff.

Responsibility for a small number of children is assigned to one primary caregiver so that a staff member gets to know a few children very well and varies an interactive style that meets the needs of the infants and toddlers and their families.

A safe and secure environment promotes positive relationships with adults. A consistent, responsive, nurturing primary care staff is crucial to infants' and toddlers' feelings of security within relationships and within the environment. Staff has appropriate social/emotional expectations for infants and toddlers. Staff members model positive social interaction and reinforce children's positive interaction with others.

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

Infants/Toddlers Environment Rating Scale (ITERS)

REQUIRED EVIDENCE

☐ Staffing schedule with consistent staffing plans
O Evidence that staff members are engaged in practices that promote continuity of care
O Positive facial expressions and gestures
O Bottles and pacifiers labeled
O Touching and holding
O The needs of infants and toddlers are provided by primary care givers

PROGRAM EXAMPLES

RATING

	N	P	F
Program			
Validator			

Validator Comments

II. PROGRAM OPERATION

Care and Learning Opportunities for Infants and Toddlers (Birth to 36 Months)

2.2. (I/T) The early childhood program has research-based care and learning opportunities that support each child's development and follows the *Healthy Beginnings: Supporting Development and Learning from Birth through Three Years of Age*.

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING		

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE			
2.2.3 (I/T) Sensory and Cognitive Development **Each child is provided the opportunity to explore a variety of sensory and cognitive experiences with support and stimulation from the staff.** NAEYC 2.A.09; 2.E.01-02; 2.F.01; 2.G.01; 2.L.01; 9.A.04 NECPA p. 34 Head Start 1304.21(b)(1)(ii-iii) 1304.21(b)(3)(i-ii)	The program provides ample space, equipment and adult supervision, as infants and toddlers explore, manipulate, and exercise. Colorful pictures, photographs (of children and their families) and mobiles are displayed at eye level. Objects to look at, reach, grasp, and manipulate are within easy reach. Children enjoy carrying, filling, dumping and refilling containers. Staff plays naming and hiding games with infants such as peek-a-boo and pat-a-cake. Staff members also engage in reciprocal play with toddlers such as modeling how to have a tea party. They respect children's solitary and parallel play. Several of the same sought after items might be provided for children to play with alone or near another child. A variety of experiences involving books, blocks, sand and water play, pretend play, math manipulatives, and nature are provided.* *NAEYC. *Developmentally Appropriate Practice in Early Childhood Program(1997)* <u>ITERS.</u>	☐ Evidence of nature experiences O Use of appropriate materials for exploration O Adequate space, materials, and supervision for exploration O Daily schedule that includes outdoor time O Teachers engaging in activities to support sensory and cognitive development **REPRESENTATIVE EXAMPLES** o Staff engaged with infants/toddlers playing with mobiles, water, play dough, balls, textured play material **PROGRAM EXAMPLES**			

	N	P	F
Program			
Validator			

Validator Comments

II. PROGRAM OPERATION

Care and Learning Opportunities for Infants and Toddlers (Birth to 36 Months)

2.2. **(I/T)** The early childhood program has research-based care and learning opportunities that support each child's development and follows the *Healthy Beginnings: Supporting Development and Learning from Birth through Three Years of Age*.

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING		

2.2.4 (I/T) Communication Skills
 	
Staff supports emerging communication skills by providing daily opportunities for children to interact with others and express themselves freely.
 	
NAEYC 2.D.03-04; 2.E.01-02;
        3.E.07,09; 9.A.04
NECPA p. 34, 36
Head Start 1304.21(a)(4)(i)
        1304.21(a)(4)(iii)
        1304.21(b)(2)(ii)
	Staff provides opportunities for infants and toddlers to observe and practice communication skills by imitating the behaviors of others. Staff members talk to children during play and routine activities, maintaining eye contact with the children. They repeat what children say, adding words and ideas when appropriate. However, they maintain a balance between listening and talking.
	
	Staff encourages language development by engaging infants and toddlers in a variety of language activities using songs, finger plays, stories, books, puppets, and games.*
	
	ITERS
		O Conversation encouraged as children's needs are met
		O Songs, stories, books and games used to encourage language development
		O Infant sounds repeated
		O Descriptive language and behaviors used
		O Nonverbal interactions, positive facial expressions, gestures, touching, holding, and positive body language used
		O Open-ended conversation encouraged
		
		PROGRAM EXAMPLES			

				N	**P**	**F**
			Program			
			Validator			
			Validator Comments		

II. PROGRAM OPERATION

Care and Learning Opportunities for Infants and Toddlers (Birth to 36 Months)

2.2. (I/T) The early childhood program has research-based care and learning opportunities that support each child's development and follows the *Healthy Beginnings: Supporting Development and Learning from Birth through Three Years of Age.*

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING		

2.2.5 (I/T) Gross Motor Development

Staff supports the development of gross motor skills such as grasping, pulling, pushing, crawling, walking, and climbing.

NAEYC 2.C.01; 5.C.06; 9.A.04
NECPA p. 34
Head Start 1304.21(b)(3)(i-ii)

A comprehensive program for infants and toddlers encourages play and active exploration to support the development of gross motor skills and enhance self-confidence, independence, and autonomy. It allows infants to self-initiate motor development such as rolling, sitting, and walking at their own pace. The program provides space for crawling on a variety of surfaces and low sturdy furniture for children to pull themselves up with or to hold on to while walking. These surfaces should be kept clean. The program also provides padded and safe play structures for exploration, and surfaces that are appropriately cushioned.
A convenient outdoor area where infants and toddlers are separated from older children is available for daily use. Materials and equipment used daily indoor or outdoor stimulate a variety of large muscle skills (crawling, walking, balancing, climbing, ball play).*

*ITERS

REQUIRED EVIDENCE

O Indoor and outdoor equipment encourages gross motor development
O Low sturdy equipment
O Safe surfaces for crawling, rolling, and walking
O Shoes worn outdoors removed or covered
O Blocks
O Safe and padded play structures

PROGRAM EXAMPLES

RATING

	N	P	F
Program			
Validator			

Validator Comments

II. PROGRAM OPERATION

Care and Learning Opportunities for Infants and Toddlers (Birth to 36 Months)

2.2. **(I/T) The early childhood program has research-based care and learning opportunities that support each child's development and follows the *Healthy Beginnings: Supporting Development and Learning from Birth through Three Years of Age*.**

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING			
2.2.6 (I/T) Fine Motor Development Staff supports the development of fine motor skills that encourage the control and specialized motions, using eyes, mouth, hands, and feet. NAEYC 2.C.02-03; 9.A.04 NECPA p. 34 Head Start 1304.21(b)(1)(iii) 1304.21(b)(3)(ii)	Staff provides opportunities for infants and toddlers to practice the coordination of specialized motions (e.g., grasping, reaching, pulling up, using hands, stacking, releasing objects, feeding self finger foods, using a spoon, and handling a cup or bottle). A variety of age-appropriate materials of different types, color, size, shape, and texture are available for daily use. Toddlers have access to objects for carrying, such as balls or baskets, as well as simple puzzles, nesting toys, stacking toys, and pop-beads.* *ITERS	**O** Opportunities to grasp, reach, pull, push, stack, and/or release objects **O** Opportunities to self-feed **O** Variety of materials for developing fine motor skills **REPRESENTATIVE EXAMPLES** o Containers to carry small objects o Simple puzzles o Stacking and nesting toys o Blocks **PROGRAM EXAMPLES**			

RATING sub-columns:

	N	P	F
Program			
Validator			

Validator Comments

II. PROGRAM OPERATION

Care and Learning Opportunities for Infants and Toddlers (Birth to 36 Months)

2.2. (I/T) The early childhood program has research-based care and learning opportunities that support each child's development and follows the *Healthy Beginnings: Supporting Development and Learning from Birth through Three Years of Age*.

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING		

2.2.7 (I/T) Fine Arts

The program provides opportunities for children to be exposed to and to explore the visual and performing arts.

NAEYC 1.B.04; 2.J.01-03, 05
NECPA p.34
Head Start 1304.21(a)(4)(ii)
        1304.21(b)(1)(iii)

Fine arts experiences should be adapted to the developmental level of children this age. The program should recognize the child's active role in learning and offer opportunities for children to construct and elaborate meaning.   This includes supporting exploration of visual media (e.g., crayons, glue, paint, clay, watercolors, chalk); participating in musical activities (e.g., listening to a variety of types of songs and instruments); and engaging in rhythmic activities (e.g., singing; dancing, and using musical instruments). It also includes stimulating imagination through drama and other language-rich experiences, as well as engaging in dialogues to learn about others, to enhance communication skills, and to expand vocabulary. The staff should demonstrate appreciation of each child's self-expression in a variety of ways such as displaying artwork, and/or audio taping performances. Materials provided should represent a variety of cultures.

☐ Daily schedule includes time for engagement in a variety of: art, music or pretend play activities

O Opportunities to engage in music/song and art activities

O Props and materials for imaginary play

REPRESENTATIVE EXAMPLES

- Exploration of visual media

PROGRAM EXAMPLES

RATING

	N	P	F
Program			
Validator			

Validator Comments

II. PROGRAM OPERATION

Care and Learning Opportunities for Infants and Toddlers (Birth to 36 Months)

2.2. **(I/T) The early childhood program has research-based care and learning opportunities that support each child's development and follows the** *Healthy Beginnings: Supporting Development and Learning from Birth through Three Years of Age.*

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING		

2.2.8 (I/T) Disposition Toward Learning
 	
Staff encourages development of independent functioning, positive interactions with others, and feelings of competence, self-esteem, and positive attitudes toward learning.
 	
NAEYC 2.B.04
NECPA p. 36
Head Start 1304.21(a)(3)
            1304.21(b)(2)(i)
            1304.21(c)(1)(iv-vi)
	Staff fosters the development of age-appropriate self-help skills. Staff members provide safe places for infants' independent play. Older infants and toddlers are encouraged to pick up toys, wipe spills, and begin to display personal grooming habits such as toileting, hand washing, and obtaining and caring for materials. Older infants are encouraged to feed themselves. Staff reinforces positive social interaction among children (e.g., child smiles and talks to peers, praises and comforts others, notices sharing and taking turns, understands feelings of others). Staff provides learning opportunities to encourage children to engage in independent activities (e.g., washing dolls, wiping table tops, book handling). Staff fosters positive attitudes toward learning by reinforcing children's efforts and interest in learning (e.g., puzzles; discussing characters in books, sharing their experiences).	**O** Opportunities for independent play and activities
		O Encouragement to complete simple tasks independently
		
		PROGRAM EXAMPLES			

RATING

	N	P	F
Program			
Validator			

Validator Comments

II. PROGRAM OPERATION

Curriculum (3 to 6 years)

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* and/or *Healthy Beginnings: Supporting Development and Learning from Birth through Three Years of Age.*

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING			

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE				
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 2.A.03, 10 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* and/or *Guidelines for Healthy **Child** Development and Care for Young Children.* (www.marylandhealtybeginnings.org)	☐ Evidence of implementation of one of the following: __ a state recommended curriculum __ a local education board (LEA) Curriculum __ a curriculum individually developed by the program and accepted by MSDE **PROGRAM EXAMPLES**				

Rating columns:

	N	P	F
Program			
Validator			

Validator Comments

II. PROGRAM OPERATION

Curriculum (3 to 6 years)

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* and/or *Healthy Beginnings: Supporting Development and Learning from Birth through Three Years of Age.*

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 level of development of each child.**	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 and Care for Young Children.* *Joint position statement of NAEYC and NCTM for Early Childhood Mathematics (April 2002)	☐ Curricular guides and/or unit plans for each content area ☐ Plans for daily activities based on curriculum		N	P	F
			Program			
		REPRESENTATIVE EXAMPLES	**Validator**			
		▪ Written thematic units or plans ▪ Available curricular resources and/or guides	**Validator Comments**			
		PROGRAM EXAMPLES				

II. PROGRAM OPERATION

Curriculum (3 to 6 years)

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* and/or *Healthy Beginnings: Supporting Development and Learning from Birth through Three Years of Age n*.

2.2.3   Language Arts

The language arts program is an integration of listening, speaking, reading and writing. The components of the early 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.

Curriculum (3 to 6 years)

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 and/or Healthy Beginnings: Supporting Development and Learning from Birth through Three Years of Age.*

INDICATORS	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 children's 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. (1997)*	☐ Daily schedules include language arts and literacy opportunities O Modeling and eliciting standard English and complete thoughts O Responding to one to three step directions effectively O Listening and responding to daily read-alouds O Participating in teacher-directed and child initiated listening and speaking experiences **REPRESENTATIVE EXAMPLES** o Participating and attending dramatic and musical presentations o Participating in dramatic play o Participating in individual and small group discussions o Active use of listening centers **PROGRAM EXAMPLES**		**N**	**P**	**F**
			Program			
			Validator			
			Validator Comments			

II. PROGRAM OPERATION

Curriculum (3 to 6 years)

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* and/or *Healthy Beginnings: Supporting Development and Learning from Birth through Three Years of Age.*

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING			

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING
2.2.3(b) Reading **Learning experiences in the reading processes are provided for children.** **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 individually, as appropriate for the needs of the children.	☐ Daily schedules or plans identifying reading experiences O Modeling and implementing age appropriate reading strategies O Classroom libraries containing 2-3 books per child and child generated books O Picture/word walls **REPRESENTATIVE EXAMPLES** o Learning new vocabulary through conversation and instruction o Matching sounds/rhymes in familiar words, games, songs, stories, and poems o Using letters to make words and words to make sentences 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 o Retelling stories **PROGRAM EXAMPLES**	(see rating table below)

	N	P	F
Program			
Validator			

Validator Comments

II. PROGRAM OPERATION

Curriculum (3 to 6 years)

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* and/or *Healthy Beginnings: Supporting Development and Learning from Birth through Three Years of Age.*

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING			
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 or plans identifying opportunities for writing ☐ Examples of student writing demonstrating varied learning outcomes and developmental stages O Modeled writing experiences such as shared writing, class books, and language experiences O Writing center with varied available materials O Variety of writing materials available O Modifications provided for children with disabilities, if applicable **PROGRAM EXAMPLES**		**N**	**P**	**F**
			Program			
			Validator			
			Validator Comments			

II. PROGRAM OPERATION

Curriculum (3 to 6 years)

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* and/or *Healthy Beginnings: Supporting Development and Learning from Birth through Three Years of Age.*

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING			

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/SC* in the following areas: patterns and relationships, geometry, measurement, data display and analysis, and knowledge of number and number relationships.	❑ Daily schedules or plans identifying opportunities for mathematics experiences **O** Hands-on activities that support mathematical concepts i.e.: counting, graphing, sorting, weighing, measuring, patterning, etc. **O** Materials/manipulatives that allow children to explore and practice math concepts **REPRESENTATIVE EXAMPLES** o Use of mathematical vocabulary throughout the day o Mathematical concepts (time, space, etc.) integrated into music and movement o Activities integrated with 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 Problem-solving strategies (graphic organizers, guessing / checking, making a table/chart, drawing a picture, seeking patterns, etc.) **PROGRAM EXAMPLES**	**RATING** (see below)

		N	P	F
Program				
Validator				

Validator Comments

Curriculum (3 to 6 years)

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_ and/or _Healthy Beginnings: Supporting Development and Learning from Birth through Three Years of Age._

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING		

				N	**P**	**F**
2.2.5 Science **The curriculum emphasizes exploration and investigation of the life, physical, and earth/space sciences through real world applications.**	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).	☐ Yearly schedule for implementing science thematic units ☐ Daily schedules or plans that identify opportunities for science O Tools and materials (scales, measuring cups, hand lenses, magnets, sand, etc.) O Realia (fossils, models, collections of natural things, etc.) O Opportunities to encourage scientific investigation	**Program**		
			Validator		
		REPRESENTATIVE EXAMPLES	**Validator Comments**		
	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/SC* 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.	o Charts of Scientific Process o Living things in room o Evidence of nature walks o Displayed data from investigations o Vocabulary lists			
NAEYC 2.G.02-08 NECPA p.34 Head Start 1304.21(c)(1)(ii)		**PROGRAM EXAMPLES**			

II. PROGRAM OPERATION

Curriculum (3 to 6 years)

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* and/or *Healthy Beginnings: Supporting Development and Learning from Birth through Three Years of Age.*

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING		

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE		N	P	F
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 people 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 an understanding of the 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/SC*, which includes age appropriate indicators for the social studies content areas (e.g., An indicator for political science is "Generate and follow classroom rules")." *NAEYC. *Developmentally Appropriate Practices in Early Childhood (1997)*	☐ Yearly schedule for implementing social studies thematic units ☐ Daily social studies schedules or plans that identify opportunities for social studies O Tools and materials (globes, maps of classroom, school, U.S., world, etc.) O Multicultural materials (i.e., posters, videos, clothing, etc.) **REPRESENTATIVE EXAMPLES** o Realia and artifacts o Vocabulary lists o Evidence of resource persons observed o Variety of print materials (newspapers, magazines, books, original photographs, etc.) o Classroom rights and responsibilities posted **PROGRAM EXAMPLES**	**Program** **Validator** **Validator Comments**		

Curriculum (3 to 6 years)

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* **and/or** *Healthy Beginnings: Supporting Development and Learning from Birth through Three Years of Age.*

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING			

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE		N	P	F

2.2.7   Fine Arts
 	
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.*
	
	*NAEYC. *Developmentally Appropriate Practices in Early Childhood Programs(1997)*
		☐ 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 i.e.:
		    classical, folk, country, lullabies, cultural
		    music, etc.
		O Fine arts integrated into the curriculum
		    areas
			Program			

			Validator			
		PROGRAM EXAMPLES	**Validator Comments**			

II. PROGRAM OPERATION

Curriculum (3 to 6 years)

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* and/or *Healthy Beginnings: Supporting Development and Learning from Birth through Three Years of Age.*

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)
	Children develop and refine skills in locomotive and non-locomotive movements. They learn special movement, dance, basic manipulation of materials, balancing, and 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)*
		❑ Schedule or plans reflecting physical activities
		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
				N	P	F

			Program			
			Validator			
			Validator Comments			

II. PROGRAM OPERATION

Curriculum (3 to 6 years)

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* and/or *Healthy Beginnings: Supporting Development and Learning from Birth through Three Years of Age.*

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 Practices in Early Childhood Programs(1997)*	❏ Daily schedule includes health related activities: outdoor play, lunch, rest time, etc. ❏ Planned variety developmentally appropriate curricular units/activities on health & safety related topics **O** Practice of healthy habit: hand-washing after bathroom and before eating, covering mouth, blowing nose, etc **O** Variety of exercise equipment: climbers, balls, tricycles, etc. **O** Nutritional experiences: cooking, snacks **O** Outdoor play, weather permitting			
		REPRESENTATIVE EXAMPLES	N	P	F
		o Body system awareness posters/charts o Models (skeleton, eye, ear, etc.) o Nutrition information : food-pyramid, nutrition pamphlets, posters, etc. o Danger awareness: strangers, poisons, drugs o Variety of print materials: posters, charts, books, etc.	**Program**		
			Validator		
		PROGRAM EXAMPLES	**Validator Comments**		

II. PROGRAM OPERATION

Instruction (3 to 6 years)

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* and/or *Healthy Beginnings: Supporting Development and Learning from Birth through Three Years of Age.*

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 group, small group, and independent learning. Children make choices by using procedures which help them to plan their activities. Teachers maintain a record system (e.g., 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. **NAEYC. Dev. Appropriate Practice in Early Childhood Programs (1997)*	❏ 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 activities **REPRESENTATIVE EXAMPLES** o Board/chart for planning activities **PROGRAM EXAMPLES**	**Program** **Validator** **Validator Comments**		

II. PROGRAM OPERATION

Instruction (3 to 6 years)

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* and/or *Healthy Beginnings: Supporting Development and Learning from Birth through Three Years of Age.*

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING		

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE			
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.** NAEYC 3.E.03; 3.G.07-08, 13-14 NECPA p. 37 Head Start 1304.53(b)(1)(ii)	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.* **NAEYC. Developmentally Appropriate Practice in Early Childhood Programs (1997)*	**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 EXAMPLES**			

RATING table:

	N	P	F
Program			
Validator			

Validator Comments

II. PROGRAM OPERATION

Instruction (3 to 6 years)

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* and/or *Healthy Beginnings: Supporting Development and Learning from Birth through Three Years of Age.*

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING			

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE		N	P	F

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. 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.*
	
	* *Developmentally Appropriate Practices in Early Childhood,* NAEYC;
	Questioning Makes the Difference
		☐ Daily planning reflecting questioning and/or problem solving opportunities
		O Strategies that encourage higher level thinking skills such as:
		    -Open-ended, higher level questions, and investigations
		    -Think-pair-share techniques
		    -Cooperative learning strategies
		    -Problem solving strategies
		O Centers that encourage open-ended play and exploration
		O Teacher-facilitated learning through questioning
		O Balance of critical, creative, and evaluative questions
		O Evidence of wait-time				

		PROGRAM EXAMPLES	**Program**			
			Validator			
			Validator Comments			

II. PROGRAM OPERATION

Instruction (3 to 6 years)

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* and/or *Healthy Beginnings: Supporting Development and Learning from Birth through Three Years of Age.*

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING		

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE		N	P	F
2.3.4 Independent Learning Exploration **Independent learning provides opportunities for children to explore, experiment, question, investigate, and problem-solve. Children take responsibility for their learning.** 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)	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 being the 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**	**Program**		
			Validator		
			Validator Comments		

II. PROGRAM OPERATION

Instruction (3 to 6 years)

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* and/or *Healthy Beginnings: Supporting Development and Learning from Birth through Three Years of Age.*

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 using note-taking, observation, artifact collection, photos, etc.
		O Child-selected activities
		
		PROGRAM EXAMPLES
				N **P** **F**
				Program
				Validator
				
				Validator Comments		

II. PROGRAM OPERATION

Instruction (3 to 6 years)

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* and/or *Healthy Beginnings: Supporting Development and Learning from Birth through Three Years of Age.*

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING			

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE			
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)	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 all children 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*	O Children's involvement in self-selected **and** teacher-directed activities O Display of child-initiated and teacher-directed projects and books O Adequate materials and manipulatives accessible to students **REPRESENTATIVE EXAMPLES** o Activity planning board/chart **PROGRAM EXAMPLES**			

	N	P	F
Program			
Validator			

Validator Comments

II. PROGRAM OPERATION

Instruction (3 to 6 years)

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* and/or *Healthy Beginnings: Supporting Development and Learning from Birth through Three Years of Age.*

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING		

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 and 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 positively portray 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 (e.g. skin-tone paper, crayons, books, music)
		O Instructional materials positively portray individuals with disabilities and a variety of backgrounds
		O Activities support different learning styles
		
		REPRESENTATIVE EXAMPLES
		
		▪ Photos of family members serving as resource speakers or providing family artifacts
		
		PROGRAM EXAMPLES
				N	**P**	**F**

			Program			
			Validator			
			Validator Comments			

II. PROGRAM OPERATION

Instruction (3 to 6 years)

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* and/or *Healthy Beginnings: Supporting Development and Learning from Birth through Three Years of Age.*

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING		

2.3.8   Instructional Management
 	
Instruction incorporates management strategies which 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 cleanup on the part of the children.*
	
	Standards for Quality Elementary and Middle Schools, K-5th Grade
		O Teacher/assistant engagement with children
		O Use of lights, verbal cues, musical cues, sign language, poetry, songs, finger plays, riddles, or thinking games to promote smooth transitions
		O Labeled for materials
		O Posted daily schedule
		O Behavior management strategies that result in positive learning behaviors (e.g., acknowledging positive behavior of students, avoidance, ignoring, etc.)
		
		REPRESENTATIVE EXAMPLES
		
		o Chart of cooperative behaviors
		
		PROGRAM EXAMPLES			

Rating detail:

	N	P	F
Program			
Validator			

Validator Comments

II. PROGRAM OPERATION

Instruction (3 to 6 years)

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* and/or *Healthy Beginnings: Supporting Development and Learning from Birth through Three Years of Age.*

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 such as:
		  - Class meetings/circle time discussions
		  - Small group interactions
		  - Paired activities
		  - Role playing
		  - Small group problem solving
		
		REPRESENTATIVE EXAMPLES
		
		o Participating in plays and puppet shows
		o Charts of desired behaviors
		
		PROGRAM EXAMPLES
				N	**P**	**F**

			Program			
			Validator			
			Validator Comments			

II. PROGRAM OPERATION

Assessment (3 to 6 years)			

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		N	P	F

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 is 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/SC*.
	Opportunities for students to engage in integrated performance- based assessments are provided.
		❏ Work Sampling System or similar assessment system
		❏ Assessment system using commercial assessments (WSS) or informal assessments using portfolios, checklists, anecdotal notes, work samples, etc.
		O Individualized instruction informed by formal and/or informal assessment results
		
		REPRESENTATIVE EXAMPLES
		
		▪ Self-assessments
		▪ Developmental screenings
		▪ Performance tasks assessing application of knowledge
		▪ Additional assessment instruments (DIBELS, running records, etc.)
		
		PROGRAM EXAMPLES
			Program
			
			Validator
			
			Validator Comments		

II. PROGRAM OPERATION

Assessment (3 to 6 years)

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		

				N	P	F
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.	☐ Written plans reflecting differentiation of instruction based on assessment **O** Evidence of ongoing assessments used to determine needs i.e. individual, small group				

	PROGRAM EXAMPLES	**Program**		
		Validator		

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 (3 to 6 years)

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 or 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)
	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 to 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 in Early Childhood(1997)
		☐ Progress reports/report cards
		☐ Conference schedules
		☐ Communication logs i.e. emails
		☐ Assessment results, anecdotal notes, portfolios
		
		REPRESENTATIVE EXAMPLES
		
		▪ Log of home visits
		
		PROGRAM EXAMPLES			

	N	P	F
Program			
Validator			

Validator Comments

II. PROGRAM OPERATION

Assessment (3 to 6 years)

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			

2.4.4   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 parent(s), the current teacher, the receiving teacher, and the child would 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 or copy of completed articulation plans
		☐ Progress reports/report cards
		☐ Communication logs i.e. emails
		 Daily communication opportunities for parents and staff
		O
		
		REPRESENTATIVE EXAMPLES
		
		▪ Notes from parent conferences
		
		PROGRAM EXAMPLES			

		N	P	F
Program				
Validator				

Validator Comments

III. HOME AND COMMUNITY PARTNERSHIPS

Partnerships (Birth—6 years)				
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)
	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 child.
	
	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
		☐ Registration or enrollment materials
		☐ Documentation of family outreach activities i.e. newsletters, flyers, etc.
		☐ 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 header and cells:

	N	P	F
Program			
Validator			

Validator Comments

III. HOME AND COMMUNITY PARTNERSHIPS

Partnerships (Birth—6 years)						
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.*	☐ Copies of newsletters containing information about child development and learning ☐ Agendas, sign-in sheets, and/or evaluations for workshops involving parents and/or children ☐ School Readiness materials O Displays of brochures regarding child development		N	P	F
			Program			
			Validator			
		REPRESENTATIVE EXAMPLES	**Validator Comments**			
		▪ Copy of take-home learning materials				
	*School/Family/Community Partnerships	**PROGRAM EXAMPLES**				
NAEYC 7.A.05; 7.B.06 NECPA p.39 Head Start 1304.40(e)(1)(3) 1304.40(e)(4)(i)						

III. HOME AND COMMUNITY PARTNERSHIPS

Partnerships (Birth—6 years)						
3.1 **Family and community partnerships support the success of early learning programs.**						

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	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). Family members might also wish to become a member of a team, responsible for making decisions about the program.
	
	Developmentally Appropriate Practice in Early Childhood Programs, NAEYC
		☐ Evidence of parent/community volunteer opportunities
		☐ List of members of parent advisory committee, program improvement team and/or governing board and/or evidence that parent feedback is gathered and encouraged
		
		REPRESENTATIVE EXAMPLES
		
		▪ Photos of volunteers serving as resources
		▪ Policy handbook which outlines the process or influencing decisions, raising concerns, appealing decisions, and solving problems
		▪ Agendas for trainings provided for parents, community, and staff in collaborative partnerships
		▪ Agendas for volunteer orientation and training
		▪ List of parent advisors
		
		PROGRAM EXAMPLES				

Rating detail:

	N	P	F
Program			
Validator			

Validator Comments

III. HOME AND COMMUNITY PARTNERSHIPS

Partnerships (Birth—6 years)

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
		☐ Evidence of engagement with LSS and/or community resources to support transitions.
		☐ Guides lists or directories of community resources available to parents/programs
		
		REPRESENTATIVE EXAMPLES
		
		List of community partners who collaborate with the program to meet the needs of the program and community- MOU's may be used to describe partnership.
		
		PROGRAM EXAMPLES			

Rating sub-table:

	N	P	F
Program			
Validator			

Validator Comments

III. HOME AND COMMUNITY PARTNERSHIPS

Partnerships (Birth—6 years)

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

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING			

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE		N	P	F
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)	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*	☐ Copies of completed surveys sent to parents and participating community organizations ☐ Copies of evaluations of partnership activities				
		Program				
		Validator				
		Validator Comments				
		REPRESENTATIVE EXAMPLES				
		▪ Copies of program evaluations completed by administrators and/or outside agencies, if applicable ▪ Copies of survey results given to parent advisory committee, Program Improvement Team and/or governing body Copies of interviews completed with parents and community organizations				
		PROGRAM EXAMPLES				