

School Approval	School Approval				
	1	2	3	4	5
				School facility is approved according to the Educational Specifications per COMAR 23.03.02.14C to operate as a public school facility	School facility is approved according to the Educational Specifications per COMAR 23.03.02.14C to operate as a public school facility
			Adequate early learning program of prekindergarten is provided by qualified, designated individuals meeting all COMAR 13A.06.02 requirements and is appropriate to the individual child's needs, while maintaining assignment of staff appropriate to both group size and age of children. <i>(Staffing ratio)</i>	Adequate early learning program of prekindergarten is provided by qualified, designated individuals meeting all COMAR 13A.06.02 requirements and is appropriate to the individual child's needs, while maintaining assignment of staff appropriate to both group size and age of children. <i>(Staffing ratio)</i>	

Teacher Qualifications/Professional Development	Teacher Qualifications/Professional Development				
	1	2	3	4	5
				All teachers hold a degree in early childhood education and hold a teaching certificate from the State of Maryland	All teachers hold a degree in early childhood education and hold a teaching certificate as well as an Advanced Professional Certificate (APC) from the State of Maryland.
			Meet all COMAR requirements for teacher certification renewal	Meet all COMAR requirements for teacher certification renewal. Teachers participate in additional opportunities for professional development to enhance their content knowledge and pedagogical skill. <i>(Copy of the teacher professional development policy)</i>	

CLASS Rating/Validation	CLASS Rating/Validation				
	1	2	3	4	5
	VALIDATION				School has developed and completed a plan to meet all the standards for MSDE Validation or the components of the Quality framework. (MSDE Validation, Classroom Focused Improvement Plan) <i>(Copy of Validation improvement plan or receipt of completed improvement plan from MSDE.)</i>
CLASS				CLASS assessment conducted for random sample of at least 50% of the Pre-K classrooms with average score of 4.5, and no classroom scoring less than 3.5. Improvement plan created for any subscale score below 4.5. <i>(CLASS score sheet completed by MSDE-approved evaluator and improvement plan.)</i>	CLASS assessment conducted for all Pre-K classrooms with average score of 5.0, and no classroom scoring less than 4.0. Improvement plan created for any subscale score below 5.0. <i>(CLASS score sheet completed by MSDE-approved evaluator and improvement plan.)</i>

CLASS = Classroom Assessment Scoring System

RED bracketed text indicates documentation required to verify that the standard has been met.

Developmentally Appropriate Learning and Practice/Child Assessment					
	1	2	3	4	5
DAILY SCHEDULE				Daily schedule is consistent yet responsive to the individual needs of all children, including children with disabilities, special health care needs and English learners.	Daily scheduling is consistent yet responsive to the individual needs of all children, including children with disabilities, special health care needs and English learners. Students are productively engaged at all times, with students beginning to assume responsibility for productivity.
				Daily schedule provides time and support for transitions.	Daily schedule provides time and support for transitions. Transitions are seamless, with students assuming responsibility in ensuring their efficient operation.
				Daily includes both indoor and outdoor activities on a daily basis. <i>(Documentation of the MSDE Validation improvement plan for Daily Schedule.)</i>	Daily schedule includes both indoor and outdoor activities on a daily basis. <i>(Documentation of the MSDE Validation Standards for Daily Schedule.)</i>
CURRICULUM PLANNING				The LEA uses an instructional guide and pacing charts for prekindergarten in compliance with Maryland Common Core Standards and MMSR in all content areas.	The LEA uses an instructional guide and pacing charts for prekindergarten in compliance with the Maryland Common Core State Curriculum and MMSR in all content areas. The guide is clear and allows for different pathways according to diverse student needs. The progression of activities is highly coherent.
				Implementation of a LEA approved curriculum that is aligned with the Maryland Common Core State Curriculum and the MMSR	Implementation of a LEA approved curriculum that is aligned with the Maryland Common Core State Curriculum and the MMSR . Teachers display an extensive knowledge of the curriculum as well as important concepts, skills, and prerequisite relationships across disciplines.
				There is a plan for updating, reviewing and refreshing instructional materials at the LEA and/or school level.	There is a plan for updating, reviewing and refreshing instructional materials at the LEA and/or school level. All of the materials and resources are suitable for students, support the instructional outcomes, and are designed to engage students in meaningful learning. There is evidence of appropriate use of technology and of student participation in selecting and adapting materials.
				There is evidence of differentiated instruction for each age group, children with disabilities, special health care needs and/or English learners. Evidence of use of an IFSP/IEP for individualized planning for students with disabilities (if applicable). <i>(Documentation of the MSDE Validation improvement plan for Curriculum and Instruction)</i>	There is evidence of differentiated instruction for each age group, children with disabilities, special health care needs and/or English learners. Evidence of use of an IFSP/IEP for individualized planning for students with disabilities (if applicable). There is evidence of student choice in selecting the different patterns of instructional groups. <i>(Documentation of the MSDE Validation Standards for Curriculum and Instruction)</i>
ASSESSMENT				The MMSR Assessment is being conducted in prekindergarten. Developmental screening instruments are used for students as part of the school's process for identifying students in need of support or interventions.	The MMSR Assessment is being conducted in prekindergarten. Developmental screening is done on all students. The results are used as part of the school's process for identifying students in need of support or interventions.
				LEA has a procedure regarding child assessment using developmental checklists or assessments designed for use with the curriculum, including formal and informal assessment measures, including developmental checklists, portfolio development, and observation/anecdotal records.	LEA has a procedure regarding child assessment using developmental checklists or assessments designed for use with the curriculum, including formal and informal assessment measures, including developmental checklists, portfolio development, and observation/anecdotal records. Teachers actively and systematically elicit diagnostic information from individual students' formative and summative assessments regarding their understanding.
				LEA has a written procedure that describes their practices for sharing assessment results with families (which includes meeting at least once a year) and/or LEA partners that may be working with the family, including early intervention or special education services. <i>(Documentation of the MSDE Validation improvement plan for Assessment)</i>	LEA has a written procedure that describes their practices for sharing assessment results with families (which includes meeting at least once a year) and/or LEA partners that may be working with the family, including early intervention or special education services. The teacher's feedback is timely and of consistently high quality. The response to family concerns is handled with great professional and cultural sensitivity. <i>(Documentation of the MSDE Validation for Assessment.) (Evidence of the use of a diagnostic screening tool.)</i>

Administrative Practices and Policies					
	1	2	3	4	5
FAMILIES				Families receive information about the school's philosophy or mission, eligibility requirements and enrollment procedures, and other information such as: home/school communication, health and safety information, wellness, physical fitness and nutrition, emergency plans, teaching and learning, inclusion of children with disabilities or special health care needs and behavior management.	Families receive frequent and regular information about the school's philosophy or mission, eligibility requirements and enrollment procedures, and other information such as: home/school communication, health and safety information, wellness, physical fitness and nutrition, emergency plans, teaching and learning, inclusion of children with disabilities or special health care needs and behavior management. Information is provided in hard copy and /or electronically.
				If the school provides snacks and/or meals to students, nutritional information is also provided to families.	If the school provides snacks and/or meals to students, nutritional information is provided to families. Families who are homeless or in financial need are directed to food bank resources.
				If the school provides snacks and/or meals - fresh fruits and/or vegetables are included at least twice a week. The school monitors meals provided from home to ensure that children are receiving nutritious, balanced meals. <i>(LEA website for family/parent information and school nutrition program.)</i>	If the school provides snacks and/or meals - fresh fruits and/or vegetables are provided at least twice a week. The school monitors meals provided from home to ensure that children are receiving nutritious, balanced meals. Students have opportunities for food choices. <i>(LEA website for family/parent information and school nutrition program.)</i>
				Families are provided with at least four ways to be involved in the classroom, including conferences, activities, fundraising, decision-making, parent newsletters, volunteer in/and out of the classroom or parent surveys.	Families are provided with at least five ways to be involved in the classroom, including conferences, activities, fundraising, decision-making, parent newsletters, volunteer in/and out of the classroom or parent surveys. Students provide input for projects that could be enhanced by family participation.
				The school conducts parent-teacher conferences at least once a year. <i>(Copy of the school's family engagement section of the School improvement Plan.)</i>	The school conducts parent-teacher conferences at least twice a year. Students share portfolios with families. <i>(Copy of the school's family engagement section of the School Improvement Plan.)</i>
STAFF				Faculty meetings are held regularly.	Faculty meetings are held regularly. Teachers take a leadership role in promoting a culture of professional learning.
				Classroom teachers receive instructional support.	All teaching staff, including classroom assistants, receive instructional support and are provided regular opportunities for collaboration.
				Performance evaluations are conducted according to state and local guidelines.	Performance evaluations are conducted according to state and local guidelines. Formative observations and walkthroughs are conducted regularly.
				The LEA provides a copy of the teacher performance expectations to all staff members. <i>(Copy of staff meeting and performance evaluation schedule.)</i>	The LEA provides a copy of the teacher performance expectations to all staff members. Teachers seek out feedback on teaching from both supervisors and colleagues. <i>(Copy of staff meeting agenda and performance evaluation schedule. Copy of school improvement plan showing opportunities for teacher collaboration.)</i>
COMMUNITY				The school maintains current and accurate information from the school's interdisciplinary meetings (example- Pupil Services Team) for the purpose of supporting the students' early intervention needs, including referral and access to programs for children with disabilities and special health care needs.	The school maintains current and accurate information from the school's interdisciplinary meetings (example- Pupil Services Team) for the purpose of supporting the students' early intervention needs, including referral and access to programs for children with disabilities and special health care needs. Staff make a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, have a fair opportunity to succeed.
				The school accesses community resources and collaborates with community partners. <i>(Sample of community resources online)</i>	The school accesses community resources and collaborates with community partners including professional organizations and universities and on the Internet. <i>(Sample of community resources online)</i>
				The school implements practices for transitioning children between programs (home, school, classrooms, etc), including children with disabilities or special health care needs. <i>(Copy of Pupil Services Team plan in accordance with COMAR 13A.05.05)</i>	The school implements practices for transitioning children between programs (home, school, classrooms, etc), including children with disabilities or special health care needs. Student portfolios are shared. <i>(Copy of pupil Services Team plan in accordance with COMAR 13A.05.05, Statement of how information is shared.)</i>

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