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# 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 5<sup>th</sup> 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”.

	<b>N</b>	<b>P</b>	<b>F</b>
<b>Program</b>			
<b>Validator</b>			

Rating each *Indicators*:

- **N = Not Met** where there is insufficient, observable or documented evidence for the indicator.
- **P = Partially Met** where there is some observable or documented evidence for the indicator.
- **F = Fully Met** where there is significant observable or documented evidence of high quality.

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

# I. PROGRAM ADMINISTRATION

## Mission Statement

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

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

# I. PROGRAM ADMINISTRATION

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











# I. PROGRAM ADMINISTRATION

## Program Personnel

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

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING				
<p><b>1.2.3 Qualification</b></p> <p><b>Each classroom is staffed daily by a teacher who meets Maryland state certification requirements for early childhood education as well as the requirements for being “highly qualified”.</b></p> <p><b>Any paid assistant who works in the classroom has at least a high school diploma or equivalent along with experience working with young children.</b></p> <p><b>When the teacher is absent, a certified teacher or a trained teacher substitute is provided.</b></p> <p>NAEYC 6.A.05-06 NECPA p. 7-10 Head Start 1304.52(d)(1) 1304.52(g)(3)</p>	<p>Those who plan, administer, supervise and implement programs for young learners should have broad expertise and demonstrate proficiency in early learning pedagogy, as indicated in the National Board of Professional Teaching Standards.</p>	<p><input type="checkbox"/> Current certification documents of classroom teachers</p> <p><input type="checkbox"/> High school diploma or GED of paid assistants</p>		<b>N</b>	<b>P</b>	<b>F</b>	
		<b>Program</b>					
		<b>Validator</b>					
		<b>Validator Comments</b>					
		<b>REPRESENTATIVE EXAMPLES</b>					
<ul style="list-style-type: none"> <li>▪ Certificates/degrees of paid assistants</li> </ul>							
<b>PROGRAM EXAMPLES</b>							



# I. PROGRAM ADMINISTRATION

## Program Continuity

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

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING		
<p><b>1.3.2 Assessment and Instructional Strategies</b></p> <p><b>The school bases assessment and instructional strategies on a developmental continuum for each child. Appropriate instructional strategies for each child are based on developmentally appropriate assessment.</b></p> <p>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)</p>	<p>The school uses developmentally appropriate instructional and assessment approaches which reinforce the diverse modes of learning and levels of development among young children.</p> <p>Appropriate instruction and assessment includes engaging materials, stimulating learning environments, appeals to a range of learning styles and levels, and makes accommodations for children with disabilities and English language learner.</p> <p>Positive reinforcement, guidance, and teacher scaffolding will foster student independence. The curriculum calls for:</p> <ul style="list-style-type: none"> <li>▪ consistent use of manipulatives in all content areas,</li> <li>▪ strong emphasis on contextualized skill development, and</li> <li>▪ daily opportunities for language development, problem solving, critical thinking, and artistic expression.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Assessment data (MSA, CTBS, county, school, etc.)</li> <li><input type="checkbox"/> School Improvement Plan</li> <li><input type="checkbox"/> Curriculum guides and/or unit plans for each content area that align with state standards</li> <li><input type="radio"/> Developmentally appropriate instructional strategies based on assessment</li> </ul>	N	P	F
		<b>Program</b>			
		<b>Validator</b>			
		<b>PROGRAM EXAMPLES</b>			<b>Validator Comments</b>

# I. PROGRAM ADMINISTRATION

## Program Continuity

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

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING			
<p><b>1.3.3 Articulation and Continuity</b></p> <p><b>School staff provides continuity of learning for all children through articulation of curricula, instructional strategies, and assessment across grade levels and programs.</b></p> <p>NAEYC 10.B.14 NECPA p. 36 Head Start 1304.41(c)</p>	<p>The school’s organizational practices include a continuous and sequential implementation of curricula from prekindergarten through grade 3. Consistent instructional practices should be reinforced in staff development programs.</p> <p>The integration of fine arts, library media, physical education/health, and academic programs should be evident across grade levels and reflected in staff development activities.</p> <p>An assessment protocol that allows early learning teachers to review all assessment information on children should be in place.*</p> <p>* NAEYC. <i>Developmentally Appropriate Practice in Early Childhood Programs; State Curriculum</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Agendas/minutes of articulation team meetings (within and across grades) regarding continuity of student learning</li> <li><input type="checkbox"/> Transition plans for class/programs</li> </ul>		N	P	F
		<b>Program</b>				
		<b>Validator</b>				
		<b>PROGRAM EXAMPLES</b>			<b>Validator Comments</b>	





## II. PROGRAM OPERATION

### Environment

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

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING				
<p><b>2.1.1(a) Learning Environment: Indoor</b></p> <p><b>The learning environment meets standards for safety, toxicity, construction, and cleanliness. The program must comply with fire, health, and safety regulations.</b></p> <p>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)</p>	<p>Instruction is located in clean, safe, and clutter free areas. Natural light and ventilation are controlled.</p> <p>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.</p> <p>The bathroom facilities are clean, well lit, and ventilated. Bathroom supplies (paper, towels, soap) are easily accessible to children.</p> <p>Drinking water is accessible to children.</p> <p>The use of alcohol, tobacco, and illegal drugs is prohibited in all spaces and related program activities.*</p> <p>*COMAR .55, .57, .59</p> <p>Early Childhood Environment Rating Scale-Revised (ECERS-R)</p> <p>Infants/Toddlers Environment Rating Scale (ITERS)</p>	<ul style="list-style-type: none"> <li>○ Clean</li> <li>○ Free of clutter</li> <li>○ Well lighted and ventilated</li> <li>○ Appropriate storage of hazardous materials</li> <li>○ Toilets, sinks, drinking water and facilities are accessible, clean, in good repair, and well supplied</li> </ul>		N	P	F	
		<b>Program</b>					
		<b>Validator</b>					
		<b>Validator Comments</b>					
		<b>REPRESENTATIVE EXAMPLES</b>					
<ul style="list-style-type: none"> <li>▪ Separate diapering area, if needed</li> </ul>							
<b>PROGRAM EXAMPLES</b>							



## II. PROGRAM OPERATION

<b>Environment</b>																
<b>2.1 A planned and well structured learning environment promotes active learning and full participation for each child.</b>																
INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING													
<p><b>2.1.1(b) Learning Environment: Outdoor</b></p> <p><b>The learning environment meets standards for safety, toxicity, construction, and cleanliness. The program must comply with fire, health and safety regulations.</b></p> <p>NAEYC 9.B.01, 06 NECPA p. 19, 23, 41 HEADSTART 1304.53 (a) (1-5) (9) 1304.53 (a) (10) (viii) (x)</p>	<p>Outside play areas are free of sharp or dangerous objects, trash, animals and poisonous plants, garden sprays, alcohol, tobacco, illegal drugs, and other hazards. The area is well drained with safe walkways or paths provided to area. If play area is near a road or unsafe area, a fence provides security.</p> <p>Equipment is appropriate for the ages and abilities of the children and is well maintained. There is enough portable and stationary equipment so that children have access without long waits. Equipment stimulates a variety of skills (balancing, climbing, ball play, steering, pedaling, etc.) on different levels (tricycles with and without pedals, different sized balls, ramp and ladder access to climbing structures). Adaptations have been made and special equipment is provided for children with disabilities.</p> <p>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.*</p> <p>*COMAR .40, .50, .51 ECERS-R ITERS</p>	<ul style="list-style-type: none"> <li>○ Clean</li> <li>○ Well drained</li> <li>○ Free of clutter</li> <li>○ Appropriate storage of outside equipment</li> <li>○ Appropriate and well maintained playground equipment</li> </ul>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;"></td> <td style="width: 25%; text-align: center;">N</td> <td style="width: 25%; text-align: center;">P</td> <td style="width: 25%; text-align: center;">F</td> </tr> <tr> <td style="text-align: center;"><b>Program</b></td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;"><b>Validator</b></td> <td></td> <td></td> <td></td> </tr> </table>		N	P	F	<b>Program</b>				<b>Validator</b>				<p><b>Validator Comments</b></p>
	N	P	F													
<b>Program</b>																
<b>Validator</b>																
<b>REPRESENTATIVE EXAMPLES</b>																
<ul style="list-style-type: none"> <li>▪ Shaded play area</li> </ul>																
<b>PROGRAM EXAMPLES</b>																

## II. PROGRAM OPERATION

<b>Environment</b>					
<b>2.1 A planned and well structured learning environment promotes active learning and full participation for each child.</b>					
INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING		
<p><b>2.1.2 Furniture and Equipment</b></p> <p><b>Furniture and equipment meet standards for safety, size, durability, toxicity, construction, and cleanliness.</b></p> <p>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)</p>	<p>Furnishings and materials follow the most recent safety standards (available through organizations such as the Consumer Product Safety Commission). Furniture in the classroom is sturdy, in good repair, appropriate in size; and addresses the routine care, play and learning needs of the children. It is arranged so that it is convenient to use.</p> <p>Furnishings encourage appropriate independence for children such as open shelves for safe materials and sturdy storage containers. Cozy and soft areas (e.g. rugs, bean bag chair,) are available. Adaptive furniture permits the inclusion of children with special needs.</p> <p>Technological equipment is located so that children may access it safely.</p> <p>Toilets and sinks are easily accessible to children.</p> <p>Any flammable or potentially dangerous materials and medications are accessible only to authorized personnel and inaccessible to children.*</p> <p>*ECERS-R ITERS</p>	<ul style="list-style-type: none"> <li>○ Free of paint chips and splinters</li> <li>○ Surfaces cleaned regularly with locally approved, nontoxic, soap/solution</li> <li>○ Durable and designed to support children’s needs</li> <li>○ Appropriate height and size</li> <li>○ Developmentally appropriate soft areas provided</li> <li>○ Technology equipment safely placed and accessible to children</li> </ul>	<b>N</b>	<b>P</b>	
		<b>Program</b>			<b>F</b>
		<b>Validator</b>			
		<b>PROGRAM EXAMPLES</b>			









## II. PROGRAM OPERATION

### Curriculum

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

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING			
<p><b>2.2.1 Goals and Learning Outcomes</b></p> <p><b>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.</b></p> <p>NAEYC B-7(a-g) NECPA p.33 Head Start 13004.21(c)(1)</p>	<p>Curriculum goals and learning outcomes are age appropriate for children and focus on student learning styles. The goals should align with the <i>MMSR Framework and Standards for Prekindergarten and Kindergarten.</i></p> <p>(<a href="http://www.mdk12.org/instruction">www.mdk12.org/instruction</a>)</p>	<p><input type="checkbox"/> <i>MMSR Framework and Standards for Prekindergarten and/or Kindergarten</i></p> <p><input type="checkbox"/> Evidence of curricular alignment</p>		N	P	F
		<b>Program</b>				
		<b>Validator</b>				
		<b>Validator Comments</b>				
		<b>PROGRAM EXAMPLES</b>				

## II. PROGRAM OPERATION

<b>Curriculum</b>						
<b>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.</b>						
INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING			
<p><b>2.2.2 Content</b></p> <p><b>The curriculum content is integrated and includes concepts for all areas, while being appropriate for the age and development of each child.</b></p> <p>NAEYC B-4 (b,d), B-5d NECPA p. 33, 34 Head Start 1304.21(a-c)</p>	<p>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 <i>MMSR Framework and Standards for Prekindergarten and Kindergarten/SC</i>. *Early Childhood Mathematics joint position statement of NAEYC and NCTM (April 2002)</p>	<input type="checkbox"/> Curriculum guides and/or unit plans for each content area that align with state standards		N	P	F
		<b>Program</b>				
		<b>Validator</b>				
		<b>PROGRAM EXAMPLES</b>			<b>Validator Comments</b>	



## II. PROGRAM OPERATION

### 2.2 Curriculum

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

#### 2.2.3 Language Arts

The *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.*



## II. PROGRAM OPERATION

### Curriculum

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

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING			
<p><b>2.2.3(b) Reading</b></p> <p><b>Learning experiences are provided for children in the reading processes.</b></p> <p><b>For three and four year olds, these processes include:</b></p> <ul style="list-style-type: none"> <li>▪ Oral language</li> <li>▪ Phonological awareness</li> <li>▪ Print awareness</li> <li>▪ Alphabetic knowledge</li> <li>▪ </li> </ul> <p><b>Additional reading processes for five and six year olds include:</b></p> <ul style="list-style-type: none"> <li>▪ Phonemic awareness</li> <li>▪ Phonics</li> <li>▪ Fluency</li> <li>▪ Vocabulary</li> <li>▪ Comprehension</li> </ul> <p>NAEYC 2.E.03-04, 06, 09, 10 NECPA p.34, 36 Head Start 1304.21(a)(4)(i) 1304.21(c)(1)(ii)</p>	<p>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 chanted songs, finger plays, rhymes, and poems. Effective practices include teacher-directed and child-initiated activities.</p> <p>The reading program for five and six year olds consists of the above experiences as well as opportunities to participate in activities in the areas of phonemic awareness, phonics, fluency, vocabulary and comprehension. Instruction should be delivered in total-group, small-group and individual setting as appropriate for the needs of the children.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Daily schedules and plans identifying reading experiences</li> <li><input type="radio"/> Modeling and implementing age appropriate reading strategies, such as:                             <ul style="list-style-type: none"> <li>• Learning new vocabulary through conversation and instruction</li> <li>• Matching sounds/rhymes in familiar words, games, songs, stories, poems</li> <li>• Using letters to make words and words to make sentences</li> </ul> </li> <li><input type="radio"/> Classroom libraries containing 2-3 books per child and child-generated books</li> <li><input type="radio"/> Picture/Word walls</li> </ul>	N	P	F	
		<b>Program</b>				
		<b>Validator</b>				
		<b>Validator Comments</b>				
		<b>REPRESENTATIVE EXAMPLES</b>				
		<ul style="list-style-type: none"> <li>○ Reading environmental labels and signs</li> <li>○ Blending sounds in one-syllable words</li> <li>○ Recognizing some words by sight</li> <li>○ Listening to models of fluent reading</li> <li>○ Reading chorally from familiar texts</li> <li>○ Asking questions to clarify meaning</li> </ul>				
		<b>PROGRAM EXAMPLES</b>				



## II. PROGRAM OPERATION

<b>Curriculum</b>					
<b>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.</b>					
INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING		
<p><b>2.2.4 Mathematics</b></p> <p><b>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.</b></p> <p>NAEYC 2.F.02-13 NECPA p.34 Head Start 1304.21(a)(4)(iv) 1304.21(c)(1)(ii)</p>	<p>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 <i>MMSR Framework and Standards for Prekindergarten and/or Kindergarten/VSC</i> in the following areas: patterns and relationships, geometry, measurement, data display and analysis, knowledge of number, and number relationships.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Daily schedules and plans identifying mathematics experiences</li> <li><input type="radio"/> Hands on activities (counting, graphing, sorting, weighing, measuring, patterning, etc)</li> <li><input type="radio"/> Activities integrated w/other content areas and centers, as appropriate</li> <li><input type="radio"/> Manipulatives (counters, clocks, play money, rulers, geometric shapes, scales, attribute blocks, pattern blocks, Unifix cubes™, etc.)</li> <li><input type="radio"/> Use of mathematical vocabulary</li> <li><input type="radio"/> Problem-solving strategies (graphic organizers, guessing and checking, making a table/chart, drawing a picture, looking for a pattern, etc.)</li> </ul>		N	
			P		F
		Program			
		Validator			
		Validator Comments			
REPRESENTATIVE EXAMPLES					
<ul style="list-style-type: none"> <li>▪ Mathematical concepts (time, space, etc.) integrated into music and movement</li> </ul>					
PROGRAM EXAMPLES					





## II. PROGRAM OPERATION

### Curriculum

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

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING		
<p><b>2.2.7 Fine Arts</b></p> <p><b>The fine arts curriculum provides regular opportunities for children to create, perform, and respond to quality and culturally diverse experiences in visual art, music, theatre, and dance.</b></p> <p>NAEYC 2.J.01, 04-07 NECPA p.34 Head Start 1304.21(a)(4)(ii) 1304.21(b)(1)(iii)</p>	<p>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.*</p> <p><i>*Developmentally Appropriate Practices in Early Childhood Programs, NAEYC</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Schedule and plans reflecting the arts</li> <li><input type="radio"/> Dramatic presentations, dance and music</li> <li><input type="radio"/> Children’s two and three dimensional creative work, labeled with names</li> <li><input type="radio"/> Utilization of various music forms (classical, folk, country, lullabies, cultural music, etc.)</li> <li><input type="radio"/> Fine arts integrated into the curriculum areas</li> </ul>	N	P	F
		<b>Program</b>			
		<b>Validator</b>			
		<b>Validator Comments</b>			
		<b>PROGRAM EXAMPLES</b>			



## II. PROGRAM OPERATION

<b>Curriculum</b>						
<b>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.</b>						
INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING			
<p><b>2.2.8 Physical Education</b></p> <p><b>Physical education promotes development of healthy lifestyles through daily opportunities for children to develop motor skills and participate in an exercise/physical activity program.</b></p> <p>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)</p>	<p>Children develop and refine skills in locomotive and non-locomotive movements. They learn movement through space, dance, basic manipulation of materials, balancing, climbing. Cardiovascular endurance, flexibility and muscular strength and endurance are promoted through planned movement activities that take place indoors and outdoors. Staff and resource persons communicate regarding child development and integration into the content areas.*</p> <p>* NAEYC. <i>Developmentally Appropriate Practices in Early Childhood Programs</i> (1997).</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Schedule and plans reflecting physical education</li> <li><input type="radio"/> Use of equipment that promotes motor skills (climbers, balance beam, balls, bean bags, etc.)</li> <li><input type="radio"/> Movement and dances related to curriculum areas</li> <li><input type="radio"/> Activities and games promoting movement skills</li> <li><input type="radio"/> Appropriate modifications and accommodations for children with disabilities</li> </ul>		<b>N</b>		
			<b>P</b>	<b>F</b>	<b>Program</b>	
					<b>Validator</b>	
		<b>Validator Comments</b>				
		PROGRAM EXAMPLES				

## II. PROGRAM OPERATION

### Curriculum

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

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING				
<p><b>2.2.9 Health Education</b></p> <p><b>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.</b></p> <p>NAEYC 2.K.01-05; 3.A.03; 3.D.01; 3.F.02 NECPA p.34 Head Start 1304.21(c)(1)(iii)</p>	<p>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.*</p> <p><i>*NAEYC. Developmentally Appropriate Practice in Early Childhood Program (1997).</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Daily schedule reflecting health-related Activities: outdoor play, lunch, rest/quiet time, etc.</li> <li><input type="radio"/> Practice of healthy habits (hand washing after bathroom and before eating, covering mouths, blowing noses, etc.)</li> <li><input type="radio"/> Health awareness materials such as:                             <ul style="list-style-type: none"> <li>• Body system awareness posters/charts</li> <li>• Models (skeleton, eye, ear, etc.)</li> <li>• Variety of print materials (posters, charts, books, etc.)</li> </ul> </li> <li><input type="radio"/> Exercise equipment (climbers, balls, tricycles, etc.)</li> <li><input type="radio"/> Nutritional experiences-cooking, snacks</li> <li><input type="radio"/> Outdoor play, weather permitting</li> </ul>	N	P	F		
		<b>Program</b>					
		<b>Validator</b>					
		<b>Validator Comments</b>					
		<b>REPRESENTATIVE EXAMPLES</b>					
<ul style="list-style-type: none"> <li>▪ Nutrition information (food pyramid, nutrition/pamphlets, posters, etc.)</li> <li>▪ Danger awareness (poisons, strangers)</li> </ul>							
<b>PROGRAM EXAMPLES</b>							

## II. PROGRAM OPERATION

<b>Instruction</b>																				
<b>2.3 Curriculum is delivered through instructional strategies which support each student’s development and attainment of the <i>MMSR Framework and Standards for Prekindergarten and Kindergarten/State curriculum.</i></b>																				
INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING																	
<p><b>2.3.1 Flexible Grouping</b></p> <p><b>Instruction is delivered individually, in small groups, and in large groups. Groupings change based upon individual need, instructional decisions, and assessment data.</b></p> <p>NAEYC 3.D.03, 10-11; 3.E.04, 08 NECPA p.34, 36 Head Start 1304.21(c)(1)(i)(vii)</p>	<p>For the purposes of teacher-directed learning, children are not organized into fixed ability groups or fixed group rotations. Grouping occurs for a variety of purposes such as: ability, interest, or need. There is flexibility in terms of homogeneous and heterogeneous groups. The daily schedule includes periods for large groups, small groups, and independent learning. Children make choices by using procedures which help them to plan their activities. Teachers maintain a record system (e.g., a weekly learning center chart) to ensure variety in each child’s choice. Children plan their activities in both teacher-assigned and child-selected learning opportunities. Based on continued observation of children’s performance, teachers assign children to small groups with similar or diverse ability levels to work cooperatively on specific projects, tasks, and activities.*</p> <p style="text-align: center; font-style: italic;">* <i>Developmentally Appropriate Practice in Early Childhood Programs</i>, NAEYC.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Lesson plans that reflect flexible grouping</li> <li><input type="radio"/> Large-group, small-group, and one-on-one instruction with an adult</li> <li><input type="radio"/> Grouping for a variety of purposes,(i.e., interests, ability, needs, etc.)</li> <li><input type="radio"/> Balance of teacher-directed and child-initiated groupings</li> <li><input type="radio"/> Evidence of student choice in planning activities</li> <li><input type="radio"/> Board/chart for planning activities</li> </ul>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%; text-align: center;">N</td> <td style="width: 10%; text-align: center;">P</td> <td style="width: 10%; text-align: center;">F</td> </tr> <tr> <td style="text-align: center;"><b>Program</b></td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;"><b>Validator</b></td> <td></td> <td></td> <td></td> </tr> <tr> <td colspan="4" style="text-align: center; padding: 5px;"><b>Validator Comments</b></td> </tr> </table>			N	P	F	<b>Program</b>				<b>Validator</b>				<b>Validator Comments</b>			
	N	P	F																	
<b>Program</b>																				
<b>Validator</b>																				
<b>Validator Comments</b>																				
<b>PROGRAM EXAMPLES</b>																				



## II. PROGRAM OPERATION

### Instruction

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

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING			
<p><b>2.3.3 Questioning/Problem Solving</b></p> <p><i>Children engage in thinking, communicating, and problem solving by responding to open-ended questions and situations.</i></p> <p>NAEYC 3.G.07, 09 NECPA p.34 Head Start 1304.21(a)(4)(i) 1304.21(c)(1)(ii)</p>	<p>Children are encouraged to think and communicate by posing and responding to different questions. Teachers pose questions that are at varied levels and open-ended, provide sufficient time for responding, refrain from interpreting children’s responses, respond to children honestly; and encourage children to listen to and elaborate upon the responses of others. Examples of such questions include: What is this called? (labeling); What does it do? (describing); What is another way you could....? (proposing alternatives); How are they alike/different? (comparisons); How did you decide to put these things together? (classifying); How can we find out how many...? (enumerating); What do these words make you think of? (synthesizing); Why did you choose to do it this way? (evaluating); What would happen if...? (predicting); What should we do to make ...? (transforming). Children are encouraged to explore and investigate a question or problem alone, in pairs, in small or in large groups.*</p> <p><i>* NAEYC. Developmentally Appropriate Practices in Early Childhood, (1997) Questioning Makes the Difference</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Daily planning reflecting questioning and/or problem solving opportunities</li> <li><input type="radio"/> Strategies that encourage higher level thinking skills such as:</li> <li><input type="radio"/> Open-ended centers</li> <li><input type="radio"/> Teacher-facilitated learning through questioning</li> <li><input type="radio"/> Balance of critical, creative, and evaluative questions</li> <li><input type="radio"/> Evidence of wait-time</li> </ul>		N	P	F
		<b>Program</b>				
		<b>Validator</b>				
		<b>Validator Comments</b>				
		<b>REPRESENTATIVE EXAMPLES</b>				
<ul style="list-style-type: none"> <li>▪ Open-ended, higher level questions and investigations</li> <li>▪ Think-pair-share techniques</li> <li>▪ Cooperative learning strategies</li> <li>▪ Problem solving strategies</li> </ul>						
<b>PROGRAM EXAMPLES</b>						











## II. PROGRAM OPERATION

<b>Instruction</b>					
<b>2.3</b>	<b>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.</b>				
INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING		
<p><b>2.3.8 Instructional Management</b></p> <p><i>Instruction incorporates management strategies which facilitate logical, organized transitions and routines, and promote positive student behavior.</i></p> <p>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)</p>	<p>The classroom community is organized and structured. The students are aware of expectations and daily routines. Students and teachers share responsibility for the classroom. Minimal amounts of time are spent getting ready, sitting, and listening. Music, poetry, finger plays, riddles, hand signs, overhead lights, and other forms of language and thinking games or cues are used to eliminate wait time during transitions. The daily routine is maintained to establish set expectations. Sufficient time is allocated for transitions to allow children to clean up and prepare for the next activity. Trays and bins for materials are clearly labeled to facilitate self-directed clean up on the part of the children.*</p> <p><i>*Standards for Quality Elementary and Middle Schools, K-5<sup>th</sup> Grade</i></p>	<ul style="list-style-type: none"> <li>○ Teacher/assistant collaboration and involvement with students</li> <li>○ Use of lights, verbal cues, musical cues, sign language, poetry, songs, finger plays, riddles, and thinking games to promote smooth transitions</li> <li>○ Labeled materials</li> <li>○ Daily agendas, activity planning boards/charts, grouping charts for classroom activities, helpers chart</li> <li>○ Behavior management strategies that result in positive learning behaviors (e.g., acknowledging positive behaviors, and avoidance of or ignoring negative behaviors, etc.)</li> </ul>	N	P	F
			<b>Program</b>		
			<b>Validator</b>		
			<b>Validator Comments</b>		
			<b>REPRESENTATIVE EXAMPLES</b>		
			<ul style="list-style-type: none"> <li>▪ Chart of cooperative behaviors</li> </ul>		
			<b>PROGRAM EXAMPLES</b>		

## II. PROGRAM OPERATION

<b>Instruction</b>						
<b>2.3 Curriculum is delivered through instructional strategies which support each student’s development and attainment of the <i>MMSR Framework and Standards for Prekindergarten and Kindergarten/SC.</i></b>						
INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING			
<b>2.3.9 Social Interaction</b>  <b>Instruction promotes appropriate interaction and cooperation.</b>           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. <i>Developmentally Appropriate Practices in Early Childhood</i> (1997).	<ul style="list-style-type: none"> <li>○ Exploratory centers</li> <li>○ Activities that promote appropriate behavior</li> <li>○ Charts of desired behaviors</li> </ul>	N	P	F	
		<b>Program</b>				
		<b>Validator</b>				
		<b>REPRESENTAIVE EXAMPLES</b>			<b>Validator Comments</b>	
		<ul style="list-style-type: none"> <li>▪ Class meetings/circle time discussions</li> <li>▪ Small group interactions</li> <li>▪ Paired activities</li> <li>▪ Role playing</li> <li>▪ Plays and puppet shows</li> <li>▪ Small group problem solving</li> </ul>				
<b>PROGRAM EXAMPLES</b>						

## II. PROGRAM OPERATION

### Assessment

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

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING				
<p><b>2.4.1 Multiple Assessment Methods</b></p> <p><b>Multiple assessment methods are used to identify students’ strengths, needs, interests, and progress. Information about areas of students’ development and progress are systematically collected and documented throughout the school year.</b></p> <p>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)</p>	<p>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.</p> <p>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.</p> <p>Developmental guidelines and checklists are aligned with the curriculum and instructional practices to support <i>MMSR Framework and Standards for Prekindergarten and Kindergarten/VSC</i>. Opportunities for students to engage in integrated performance-based assessments are provided.</p>	<input type="checkbox"/> Work Sampling System or similar assessment system <input type="checkbox"/> Portfolios containing <ul style="list-style-type: none"> <li>• Checklists</li> <li>• Anecdotal records</li> <li>• Work samples</li> </ul> <input type="checkbox"/> Evidence of differentiated assessments	N	P	F		
		<b>Program</b>					
		<b>Validator</b>					
		<b>REPRESENTATIVE EXAMPLES</b>			<b>Validator Comments</b>		
		<ul style="list-style-type: none"> <li>▪ Self-assessments</li> <li>▪ Developmental screenings</li> <li>▪ Performance tasks assessing application of knowledge</li> <li>▪ Additional assessment instruments (DIBELS, running records, etc.)</li> </ul>					
<b>PROGRAM EXAMPLES</b>							



## II. PROGRAM OPERATION

### Assessment

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

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING			
<p><b>2.4.3 Communication of Assessment Information</b></p> <p><b>Assessment information is communicated with children and parents/guardians on a regular, ongoing basis.</b></p> <p>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)</p>	<p>Teachers maintain ongoing communication about their children’s progress through a variety of means. Specific feedback about children’s learning and development is communicated on a regular basis in terms that parents can understand. Information elicited from families about each child’s interests and experiences at home is considered in program planning and implementation. Children’s progress is reported in comparison with their previous performance. Parents are given general information about age-related expectations. Progress is also communicated in conferences that are scheduled at mutually convenient times. Parents are always involved in the review and evaluation of a child’s progress and in determining the child’s individual program. Accommodations are made to communicate with non-English speaking parents or parents with special needs.*</p> <p><i>*NAEYC. Developmentally Appropriate Practices (1997)</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Progress reports/report cards</li> <li><input type="checkbox"/> Conference schedules</li> <li><input type="checkbox"/> Assessment results, anecdotal notes, portfolios</li> <li><input type="checkbox"/> Communication logs</li> </ul>	N	P	F	
		<b>Program</b>				
		<b>Validator</b>				
		<b>Validator Comments</b>				
		<b>REPRESENTATIVE EXAMPLES</b>				
		<ul style="list-style-type: none"> <li>▪ Log of home visits</li> </ul>				
<b>PROGRAM EXAMPLES</b>						



### III. HOME AND COMMUNITY PARTNERSHIPS

#### Partnerships

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

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING				
<p><b>3.1.1 Communication with Families</b></p> <p><b>Expectations and information about early learning programs are disseminated on an ongoing basis and allow for family input.</b></p> <p>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)</p>	<p>Designing effective forms of communication about programs and program activities helps bridge the gap between families and programs.</p> <p>Effective communication provides opportunities for parents to communicate information regarding their children’s strengths and needs, and their expectations for their children are learning.</p> <p>Expectations for early learning programs and plans for implementing them are disseminated to parents on an ongoing basis.</p> <p>Scheduling activities at times convenient for parents encourages family participation.</p> <p><i>*School/Family/Community Partnerships</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Registration materials</li> <li><input type="checkbox"/> Documentation of family outreach activities—log of telephone calls, copies of newsletters, dissemination of program goals and plan, special event flyers</li> <li><input type="checkbox"/> Sign-in sheets and/or minutes for parent meetings and conferences held at convenient times for parents</li> <li><input type="checkbox"/> Handbook for parents</li> <li><input type="checkbox"/> Copy of program calendar</li> <li><input type="checkbox"/> Materials available in native languages and alternative formats for family members with disabilities</li> <li><input type="checkbox"/> Directory of program staff</li> <li><input type="radio"/> Family communication board</li> </ul>		N	P	F	
			<b>Program</b>				
			<b>Validator</b>				
		<b>REPRESENTATIVE EXAMPLES</b>			<b>Validator Comments</b>		
		<ul style="list-style-type: none"> <li>▪ Log of home visits</li> </ul>					
<b>PROGRAM EXAMPLES</b>							









