### 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 <u>demonstrated through documentation</u> is noted with a bold square. Required evidence which must be <u>observed</u> 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  $\sqrt{}$  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".

| D         | Ν | Р | 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.

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

### **Mission Statement**

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

|                           |  | Mission St  | atement  |               |        |      |   |
|---------------------------|--|---|--|---------------|--------|------|---|
| 1.1                       | personnel through their S<br>The written mission and J                               | School Improvement Plan. It supports  | early learning programs is adopted by eac<br>the local school system's overall mission a<br>ning programs is used by the staff as the fo<br>mprovement of the program. | nd system-wid | le goa | ıls. |   |
|                           | INDICATORS   | BEST PRACTICES/RATIONALE  | <b>REQUIRED EVIDENCE</b>   | RAT           | TING   |      |   |
| 1.1.3                     | Implementation   | The SIP reflects the principles of developmentally appropriate practices in           | □ School Improvement Plan  |               | N      | Р    | F |
|                           | chool Improvement Plan<br>sees the implementation of                                 | terms of teaching and learning.   |  | Program       |        |      |   |
| practio                   | ces that support the<br>1g and development of  | It supports the role of parents and the family in the early education of young        |  | Validator     |        |      |   |
| young<br>multip<br>contex | children and address the<br>le social and cultural<br>ts of families and<br>unities. | children and reflects the multiple social<br>and cultural contexts of the community.* | PROGRAM EXAMPLES   | Validator Co  | omme   | ents |   |
| NECP                      | C 2.A.01; 3.B.01<br>A p.33<br>Start 1304.21(a-c)                                     | *National Education Goals Panel, Ready<br>Schools                                     |  |               |        |      |   |

|   | Mission St   | atement  |               |          |      |   |
|---|--|--|---------------|----------|------|---|
| personnel through their<br>The written mission and                  | School Improvement Plan. It supports   | early learning programs is adopted by eac<br>the local school system's overall mission a<br>ning programs is used by the staff as the fo<br>mprovement of the program. | nd system-wid | le goa   | ıls. |   |
| INDICATORS  | BEST PRACTICES/RATIONALE   | <b>REQUIRED EVIDENCE</b>   | RAT           | TING     |      |   |
| 1.1.4 Evaluation  | The SIP reflects a review of all the milestones as part of the program   | □ School Improvement Plan  |               | N        | Р    | F |
| The School Improvement Plan<br>includes a process for ongoing       | evaluation in support of all school improvement goals and objectives.  |  | Program       |          |      |   |
| documentation through interim<br>milestone measures as part of the  | The review includes teachers,  |  | Validator     |          |      |   |
| NAEYC 4.A.02-03; 10.F.01-05<br>NECPA p. 51<br>Head Start 1304.51(i) | administrators, early learning and content<br>specialists, and parents.<br>The annual evaluation should be aligned<br>with the <i>No Child Left Behind Act 2001</i><br>and the local school system master plan in<br>response to the <i>Bridge to Excellence in</i><br><i>Public School Act of 2002.</i> | REPRESENTATIVE EXAMPLES         • Copies of completed evaluation tools, if applicable         • Agendas and minutes from SIP meetings         PROGRAM EXAMPLES         | Validator Co  | )<br>mme | nts  |   |

|  | Program P   |  |              |      |      |   |
|--|---|--|--------------|------|------|---|
| 1.2       The early learning progra         INDICATORS   | am is collaboratively administered, supe<br>BEST PRACTICES/RATIONALE  | ervised, and implemented by qualified per<br>REQUIRED EVIDENCE   |              | TING |      |   |
| 1.2.1 Administration<br>The administrator and central<br>office supervisory staff<br>communicates with the early<br>learning program staff regarding<br>developmentally appropriate<br>strategies for implementation,<br>assessment, and accountability. | <ul> <li>informs the principal at each school of the practices that should be evident in the developmentally appropriate program.</li> <li>Available resource materials may include: <ul> <li>state and local school system recommendations and guidelines,</li> <li>information brochures for parents, and/or staff development materials on developmentally appropriate practices, and</li> </ul> </li> </ul> | □ Calendars, agendas, notes, <b>or</b> minutes of  |              | N    | Р    | F |
|  |   | conferences and/or meetings for staff<br>adjusted for the diverse needs of the<br>school community   | Program      |      |      |   |
|  |   |  | Validator    |      |      |   |
|  |   | REPRESENTATIVE EXAMPLES  | Validator Co | omme | ents |   |
|  |   | <ul> <li>Copies of training session activities that<br/>were organized by school and central<br/>office supervisory staff</li> <li>Comprehensive Staff Development Plan</li> <li>PROGRAM EXAMPLES</li> </ul> |              |      |      |   |
| NAEYC 10.A.05-06<br>NECPA p.47<br>Head Start 1304.51(d-f)  | *Early Learning Standards: Creating the<br>Conditions for Success, NAEYC and<br>NAECS/SDE<br>(www.naeyc,org/resources/position-<br>statements/pscape.asp)   |  |              |      |      |   |

| <b>1.2</b> The early learning progra   | Program P<br>m is collaboratively administered, supe  | Personnel<br>ervised, and implemented by qualified pers  | sonnel.   |     |   |   |
|--|---|--|-----------|-----|---|---|
| INDICATORS   | BEST PRACTICES/RATIONALE  | REQUIRED EVIDENCE  | RAT       | ING |   |   |
| staff member provides feedback toThe administrator and/or aprogram staff about specific instructionalmember of the central officeor programmatic strategies related tosupervisory staff provide feedbackresearch-based developmentally |   | ☐ Informal and formal observation reports  |           | Ν   | Р | F |
|  |   | Program  |           |     |   |   |
| supervisory staff provide feedback<br>to the staff about the<br>implementation of a  | appropriate practices through a variety of supervisory methods.   |  | Validator |     |   |   |
| developmentally appropriate<br>program.  | <ul> <li>These include:</li> <li>clinical supervision</li> <li>peer coaching</li> <li>mentoring</li> <li>workshops</li> <li>conferences</li> <li>seminars</li> <li>action research in teaching teams</li> </ul> | <ul> <li>REPRESENTATIVE EXAMPLES</li> <li>Calendar/log of support personnel contacts made with staff (i.e. contacts between staff and support personnel)</li> <li>Notes from conferences occurring between teachers, administrators, principals, supervisors, specialists, etc.</li> </ul> |           |     |   |   |
| NAEYC 6.B.01<br>NECPA p.50<br>Head Start 1304.51(b)(e-f)   |   | PROGRAM EXAMPLES   |           |     |   |   |

|   | Program P                                 | ersonnel  |           |      |   |   |
|---|---|---|-----------|------|---|---|
| 1.2 The early learning progr  | am is collaboratively administered, sup   | pervised, and implemented by qualified po                   | ersonnel. |      |   |   |
| INDICATORS  | BEST PRACTICES/RATIONALE                  | REQUIRED EVIDENCE   | RA        | ГING |   |   |
| 1.2.3 QualificationThose who plan, administer, supervise<br>and implement programs for young<br>learners should have broad expertise and<br>demonstrate proficiency in early learning<br>pedagogy, as indicated in the National<br>Board of Professional Teaching<br>Standards.Current certification documents of<br>classroom teachersImage: Description of the plan in the program is staffed daily by<br>a teacher who meets Maryland<br>state certification requirements<br>for early childhood education as<br>well as the requirements for being<br>"highly qualified".Those who plan, administer, supervise<br>and implement programs for young<br>learners should have broad expertise and<br>demonstrate proficiency in early learning<br>pedagogy, as indicated in the National<br>Board of Professional Teaching<br>Standards.Image: Description documents of<br>classroom teachersImage: Description of plan in the program is the requirements for being<br>"highly qualified".Image: Description documents of<br>classroom teachers |   |   |           | Ν    | Р | F |
|   | demonstrate proficiency in early learning | □ High school diploma or GED of paid                        | Program   |      |   |   |
|   | Validator                                 |   |           |      |   |   |
|   | Validator C                               | omme  | ents      |      |   |   |
| Any naid assistant who works in   |   | REPRESENTATIVE EXAMPLES                                     |           |      |   |   |
| Any paid assistant who works in<br>the classroom has at least a high<br>school diploma or equivalent  |   | <ul> <li>Certificates/degrees of paid assistants</li> </ul> |           |      |   |   |
| along with experience working with young children.  |   | PROGRAM EXAMPLES  |           |      |   |   |
| When the teacher is absent, a certified teacher or a trained teacher substitute is provided.  |   |   |           |      |   |   |
| NAEYC 6.A.05-06<br>NECPA p. 7-10<br>Head Start 1304.52(d)(1)  |   |   |           |      |   |   |
| 1304.52(g)(3)   |   |   |           |      |   |   |
|   |   |   |           |      |   |   |
|   |   |   |           |      |   |   |

|  | Program C   | continuity  |             |      |       |   |
|--|---|---|-------------|------|-------|---|
| 1.3 The school utilizes curri  | cular and instructional strategies that er  | usure continuity of learning for all students.                                |             |      |       |   |
| INDICATORS   | BEST PRACTICES/RATIONALE  | <b>REQUIRED EVIDENCE</b>  | RA          | TINC | J     |   |
| 1.3.1 Curricula<br>The school utilizes curricula                         | The school's program organization<br>reflects a developmental and academic<br>continuum from prekindergarten through<br>grade 3. It is based on the developmental   | MMSR Framework and Standards for<br>Prekindergarten and/or Kindergarten/State |             | N    | Р     | F |
| The school utilizes curricula which are based on a                       |   | <i>curriculum</i><br>Curriculum guides and/or unit plans for each             | Program     |      |       |   |
| developmental continuum for each child.                                  | characteristics and needs of young<br>learners and helps them to reach high   | content area that align with state standards                                  | Validator   |      |       |   |
|  | standards.<br>Curricula alignment with state standards  |   | Validator ( | Comn | nents | 5 |
|  |   | REPRESENTATIVE EXAMPLES   | -           |      |       |   |
|  | for all content areas, reflects diversity and<br>multicultural content, and is applied<br>consistently and completely across grade<br>levels.   | <ul> <li>Yearly plan of curricular implementation</li> </ul>                  |             |      |       |   |
|  | The school facilitates articulation among<br>teachers at the time of the students'<br>transition from one grade to the next.<br>Students who are not meeting curricular<br>expectations will receive intervention<br>support from well-qualified staff (e.g.,<br>tutors, health and pupil services<br>professionals). | PROGRAM EXAMPLES  |             |      |       |   |
| NAEYC 2.A.02<br>NECPA p. 33, 34<br>Head Start 1304.21(a-c)<br>1304.51(a) | Specific strategies are identified and used<br>to involve families in their children's<br>learning both inside and outside of<br>school.*<br>* Developmentally Appropriate Practice<br>in Early Childhood Programs, NAEYC   |   |             |      |       |   |

| 1.3 The school utilizes curric  | Program C<br>Jular and instructional strategies that er  | Continuity<br>sure continuity of learning for all students.   |             |          |        |   |
|---|--|---|-------------|----------|--------|---|
| INDICATORS  | BEST PRACTICES/RATIONALE   | REQUIRED EVIDENCE   | RA          | TING     | ı<br>r |   |
| 1.3.2 Assessment and<br>Instructional Strategies<br>The school bases assessment and<br>instructional strategies on a<br>developmental continuum for<br>each child. Appropriate<br>instructional strategies for each<br>child are based on<br>developmentally appropriate<br>assessment. | The school uses developmentally  | Assessment data (MSA, CTBS, county,   |             | Ν        | Р      | F |
|   | modes of learning and levels of<br>development among young children.   | <ul> <li>school, etc.)</li> <li>School Improvement Plan</li> <li>Curriculum guides and/or unit plans for each content area that align with state standards</li> </ul> | Program     |          |        |   |
|   |  |   | Validator   |          |        |   |
|   |  | <ul> <li>O Developmentally appropriate instructional strategies based on assessment</li> </ul>  | Validator ( | Comments |        | 5 |
|   |  | PROGRAM EXAMPLES  |             |          |        |   |
|   | <ul> <li>Positive reinforcement, guidance, and teacher scaffolding will foster student independence. The curriculum calls for:</li> <li>consistent use of manipulatives in all</li> </ul>  |   |             |          |        |   |
| NAEYC 2.A.05-06; 4.A01<br>NECPA p. 33-35<br>Head Start 1304.21(a)(1)<br>1304.21(a)(4)(ii-iv)<br>1304.21(a)(5)(i-iii)  | <ul> <li>consistent use of manipulatives in an 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> |   |             |          |        |   |

|   | Program C  | ontinuity  |             |      |       |   |
|---|--|--|-------------|------|-------|---|
| 1.3 The school utilizes curric  | ular and instructional strategies that en  | sure continuity of learning for all students   | •           |      |       |   |
| INDICATORS  | BEST PRACTICES/RATIONALE   | <b>REQUIRED EVIDENCE</b>   | RA          | TINC | Ĵ     |   |
| 1.3.3 Articulation and<br>Continuity<br>School staff provides continuity of<br>learning for all children through<br>articulation of curricula,<br>instructional strategies, and<br>assessment across grade levels<br>and programs | The school's organizational practices include a continuous and sequential  | <ul> <li>Agendas/minutes of articulation team<br/>meetings (within and across grades)</li> </ul> |             | Ν    | Р     | F |
|   | <ul> <li>implementation of curricula from</li> <li>prekindergarten through grade 3.</li> <li>Consistent instructional practices should</li> <li>be reinforced in staff development</li> <li>programs.</li> </ul>   | regarding continuity of student learning   | Program     |      |       |   |
|   |  | □ Transition plans for class/programs  | Validator   |      |       |   |
|   |  | PROGRAM EXAMPLES   | Validator ( | Comn | nents |   |
| and programs.<br>NAEYC 10.B.14<br>NECPA p. 36<br>Head Start 1304.41(c)  | The integration of fine arts, library media,<br>physical education/health, and academic<br>programs should be evident across grade<br>levels and reflected in staff development<br>activities.<br>An assessment protocol that allows early<br>learning teachers to review all assessment<br>information on children should be in<br>place.*<br>* NAEYC. Developmentally Appropriate<br>Practice in Early Childhood Programs;<br>State Curriculum |  |             |      |       |   |

|   | Program Acc   | ountability  |                  |       |      |   |
|---|---|--|------------------|-------|------|---|
| 1.4 The School Improvement school improvement.                  | t Team uses the results of the ongoing ev   | valuation of the early learning program in p   | lanning for      | overa | 11   |   |
| INDICATORS  | BEST PRACTICES/RATIONALE  | REQUIRED EVIDENCE  | RA               | TIN   | 3    |   |
| 1.4.1 Reporting   | After conducting the self-appraisal using the <i>Standards for Implementing Quality</i>   | Agendas/minutes from School Improvement<br>Team meetings   |                  | Ν     | Р    | F |
| The results of the self-appraisal and other forms of program    | The results of the self-appraisal<br>and other forms of programEarly Childhood Programs Instrument for<br>Self-Appraisal and Validation and otherImage: Childhood Programs Instrument for<br>Agendas/minutes from articulation meetings | □ Agendas/minutes from articulation meetings   | Program          |       |      |   |
| review are reported to central office supervisory staff and the | forms of program review, the results of the program evaluation and the strategies for   | within and across grades   | Validator        |       |      |   |
| School Improvement Team.  | program improvement are communicated<br>to central office supervisory staff and to<br>the School Improvement Team.  | REPRESENTATIVE EXAMPLES  | Validator Commen |       | nent | S |
|   |   | <ul> <li>Letter documenting that the completed<br/>Instrument for Self-Appraisal and Validation<br/>and Program Improvement Plan(s) were sent<br/>to Central Office</li> </ul> |                  |       |      |   |
|   |   | PROGRAM EXAMPLES   |                  |       |      |   |
| NAEYC 10.F.02<br>NECPA p. 33, 47<br>Head Start 1304.51(i)(1)    |   |  |                  |       |      |   |
|   |   |  |                  |       |      |   |

|  | Program Acc   | countability   |             |       |      |   |
|--|---|--|-------------|-------|------|---|
| 1.4 The School Improvement school improvement.   | t Team uses the results of the ongoing  | evaluation of the early learning program in  | planning fo | r ove | rall |   |
| INDICATORS   | <b>BEST PRACTICES/RATIONALE</b>   | REQUIRED EVIDENCE  | RATING      |       |      |   |
| 1.4.2 Ongoing Planning   | As part of the required school  | C School Improvement Plan  |             | Ν     | Р    | F |
| The results of the self-appraisal  | improvement planning process, the<br>School Improvement Team reviews the  | <ul> <li>Agenda/minutes from School<br/>Improvement Team meetings</li> </ul>   | Program     |       |      |   |
| or other forms of program review<br>are used to analyze data and to  | results of the self-appraisal, other<br>program reviews, and program  | <ul> <li>Assessment data (school, county, state)</li> <li>Agendas/minutes of articulation meetings</li> </ul>                        | Validator   |       |      |   |
| plan for program improvement.<br>NAEYC 10.F.03<br>NECPA p. 33, 47<br>Head Start 1304.50(g)(1-2)<br>1304.51(i)(2-3) | improvement strategies in order to<br>incorporate them in to the School<br>Improvement Plan's goals, objectives,<br>milestones, strategies, activities, and<br>evaluation procedures. | <ul> <li>within and across grades</li> <li>Master copy of Self- Appraisal Instrument</li> <li>Program Improvement Plan(s)</li> </ul> | Validator ( | Comn  | nent | S |

| INDICATORS   | BEST PRACTICES/RATIONALE  | REQUIRED EVIDENCE   | nch child. RATING  |   |   |   |  |  |
|--|---|---|--------------------|---|---|---|--|--|
| .1.1(a) Learning<br>Environment:   | Instruction is located in clean, safe, and clutter free areas. Natural light and  | O Clean<br>O Free of clutter  |                    | Ν | Р | F |  |  |
| Indoor   | ventilation are controlled.<br>The environment is planned to avoid  | <ul> <li>O Well lighted and ventilated</li> <li>O Appropriate storage of hazardous materials</li> <li>O Toilets, sinks, drinking water and facilities are accessible, clean, in good repair, and well supplied</li> </ul> | Program            |   |   |   |  |  |
| The learning environment meets<br>standards for safety, toxicity,<br>construction, and cleanliness. The<br>program must comply with fire,<br>health, and safety regulations. | safety problems. Areas are free of lead-<br>based paint. Poisonous or hazardous   |   | Validator          |   |   |   |  |  |
|  | materials are stored in locked cabinets or<br>out of the reach of children. All electrical  |   | Validator Comments |   |   |   |  |  |
| ealth, and safety regulations.   | <b>KEFKESENTATIVE EAAWIFLES</b>   |   |                    |   |   |   |  |  |
| NAEYC 9.C.04-05; 9.D.01, 05-06,<br>09<br>NECPA p. 19, 23, 41<br>Head Start 1304.22(d-f)<br>1304.53(a)(6-10)  | The bathroom facilities are clean, well lit,<br>and ventilated. Bathroom supplies (paper,<br>towels, soap) are easily accessible to | Separate diapering area, if needed  |                    |   |   |   |  |  |
|  | children.<br>Drinking water is accessible to children.  | PROGRAM EXAMPLES  |                    |   |   |   |  |  |
|  | The use of alcohol, tobacco, and illegal<br>drugs is prohibited in all spaces and<br>related program activities.*                   |   |                    |   |   |   |  |  |
|  | *COMAR .55, .57, .59<br>Early Childhood Environment Rating<br>Scale-Revised (ECERS-R)   |   |                    |   |   |   |  |  |
|  | Infants/Toddlers Environment Rating<br>Scale (ITERS)  |   |                    |   |   |   |  |  |

| TIONALE<br>tharp or<br>als and<br>s, alcohol,<br>er hazards.<br>afe walkways<br>ay area is near<br>provides   | Vell drained<br>Free of clutter<br>Appropriate storage of o<br>Appropriate and well ma<br>playground equipment<br>REPRESENTATIVE          | VIDENCE                        |                         | ΓINC<br>N<br>Comm       | Р                       | F                       |
|---|---|--------------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| sharp or<br>als and<br>s, alcohol,<br>er hazards.<br>afe walkways<br>ay area is near<br>provides<br>ne ages and<br>well<br>ortable and<br>hildren have<br>uipment   | Clean<br>Vell drained<br>Tree of clutter<br>Appropriate storage of o<br>Appropriate and well ma<br>playground equipment<br>REPRESENTATIVE | outside equipment<br>aintained | Program<br>Validator    | N                       | Р                       | F                       |
| als and<br>s, alcohol,<br>er hazards.<br>afe walkways<br>ay area is near<br>provides<br>ne ages and<br>well<br>ortable and<br>hildren have<br>uipment   | Vell drained<br>Free of clutter<br>Appropriate storage of o<br>Appropriate and well ma<br>playground equipment<br>REPRESENTATIVE          | aintained                      | Validator               |                         |                         | F                       |
| er hazards.<br>afe walkways<br>ay area is near<br>provides<br>ne ages and<br>well<br>ortable and<br>hildren have<br>uipment   | Appropriate storage of o<br>Appropriate and well ma<br>playground equipment<br>REPRESENTATIVE   | aintained                      | Validator               | Comr                    | nents                   |                         |
| afe walkways   O   A     ay area is near   F     provides   F     ne ages and   R     well   -     portable and   -     nildren have   -  | Appropriate and well mappropriate and well maplayground equipment   | aintained                      |                         | Comr                    | nents                   |                         |
| ne ages and<br>well<br>ortable and<br>hildren have<br>uipment   |   | E EXAMPLES                     | Validator C             | Comn                    | nents                   |                         |
| well vilden and vilden and vilden have view of the second |   | E EXAMPLES                     | -                       |                         |                         | •                       |
| ortable and<br>hildren have<br>uipment  | Shaded play area  |                                |                         |                         |                         |                         |
| uipment   |   |                                |                         |                         |                         |                         |
|   | PROGRAM EX  | AMPLES                         |                         |                         |                         |                         |
| edaling, etc.)<br>ith and<br>balls, ramp<br>structures).<br>nd special<br>dren with   |   |                                | _                       |                         |                         |                         |
| ay and some<br>Portable   |   |                                |                         |                         |                         |                         |
|   |   |                                |                         |                         |                         |                         |
| F   | surfaces<br>ay and some<br>Portable<br>Facility.*   | ay and some<br>Portable        | ay and some<br>Portable | ay and some<br>Portable | ay and some<br>Portable | ay and some<br>Portable |

| 2.1 A planned and well struc  | Environ   | iment<br>ctive learning and full participation for eac  | h ahild     |      |       |   |  |
|---|---|---|-------------|------|-------|---|--|
| INDICATORS  | BEST PRACTICES/RATIONALE  | REQUIRED EVIDENCE   | RATING      |      |       |   |  |
| 2.1.2 Furniture and Equipment   | Furnishings and materials follow the most recent safety standards (available through  | <ul><li>O Free of paint chips and splinters</li><li>O Surfaces cleaned regularly with locally</li></ul>   |             | Ν    | Р     | F |  |
| Furniture and equipment meet standards for safety, size,  | organizations such as the Consumer<br>Product Safety Commission). Furniture in  | approved, nontoxic, soap/solution<br>O Durable and designed to support children's   | Program     |      |       |   |  |
| durability, toxicity, construction, and cleanliness.  | the classroom is sturdy, in good repair,<br>appropriate in size; and addresses the  | needs<br>O Appropriate height and size  | Validator   |      |       |   |  |
| NAEYC 9.A.01, 03, 10; 5.C.01<br>NECPA p. 24-25, 27, 32, 36, 41<br>Head Start 1304.21(a)(1)<br>1304.21(a)(5-6)<br>1304.53(a)(10)(viii)(xiv)<br>(xvi) | routine care, play and learning needs of<br>the children. It is arranged so that it is<br>convenient to use.<br>Furnishings encourage appropriate<br>independence for children such as open<br>shelves for safe materials and sturdy<br>storage containers. Cozy and soft areas<br>(e.g. rugs, bean bag chair,) are available.<br>Adaptive furniture permits the inclusion of<br>children with special needs.<br>Technological equipment is located so that<br>children may access it safely.<br>Toilets and sinks are easily accessible to<br>children.<br>Any flammable or potentially dangerous<br>materials and medications are accessible<br>only to authorized personnel and<br>inaccessible to children.*<br>*ECERS-R<br>ITERS | <ul> <li>O Developmentally appropriate soft areas provided</li> <li>O Technology equipment safely placed and accessible to children</li> </ul> PROGRAM EXAMPLES | Validator ( | Comn | nents | S |  |

|   | Enviror   |  |                                      |                         |       |   |
|---|---|--|--------------------------------------|-------------------------|-------|---|
| 2.1 A planned and well structure INDICATORS   | and well structured learning environment promotes active learning and full participation for eaORSBEST PRACTICES/RATIONALEREQUIRED EVIDENCE   |  |                                      | r each child.<br>RATING |       |   |
| 2.1.3 Organization of Space<br>The learning environment reflects  | The learning environment is organized so<br>that all children, including those with<br>disabilities, can function in a variety of   | <ul> <li>O Child-centered, flexible, and accessible to all children</li> <li>O Facilitates a variety of instructional</li> </ul>                     |                                      | N                       | Р     | F |
| effective and flexible utilization of available space.  | group settings. It is large enough for<br>movement without disturbing others.<br>Noisy areas are separated from quiet   | <ul> <li>groupings (whole class, small group, pairs, individual, learning centers)</li> <li>O Tubs, trays, bins, baskets, shelves, boxes,</li> </ul> | Program<br>Validator<br>Validator Co |                         |       |   |
| NAEYC 3.A.06-07; 9.A.02, 07-08, 11-<br>12<br>NECPA p. 35-36, 41<br>Head Start 1304.21(a)(5)(i-iii)<br>1304.53(a)(1-6) | areas. The learning environment facilitates<br>the organized storage of materials and<br>allows for children's accessibility,<br>involvement, and choice. Space is<br>provided for children's belongings. The<br>classroom is arranged to facilitate positive<br>interaction among children and adults.<br>The total room reflects the children's<br>current learning outcomes and<br>experiences. The teacher's desk and<br>materials are separate from the learning<br>environment and do not interfere with the<br>traffic patterns of children.*<br>*ECERS-R<br>ITERS | and other items labeled and accessible<br>O Space provided for children's<br>belongings<br>PROGRAM EXAMPLES  | Validator (                          | Comn                    | nents | 3 |

|        |  | Environ  | nment  |                |   |       |   |
|--------|--|--|--|----------------|---|-------|---|
| 2.1    | A planned and well struct  | tured learning environment promotes a  | ctive learning and full participation for eac  | h child.       |   |       |   |
|        | INDICATORS   | BEST PRACTICES/RATIONALE   | <b>REQUIRED EVIDENCE</b>   | RATING         |   | 3     |   |
| 2.1.4  | Multicultural<br>Education/Diversity   | The learning environment demonstrates<br>differentiated instruction and  | O Books, posters, play materials reflecting<br>diversity   |                | N | Р     | F |
| Tho lo | earning environment reflects   | accommodates the areas of diversity<br>identified in state law (ability, age, gender,  | der, maps, depicting cultural diversity and non-   | Program        |   |       |   |
| ongoi  | ng multicultural education<br>ccommodates the diverse  | ethnicity, language, race, region, religion, socioeconomic status). The learning   | stereotypical images<br>O Materials available in multiple  | Validator      |   |       |   |
| learni | ng needs of children.  | environment should provide opportunities<br>for children with various learning styles<br>(auditory, visual, kinesthetic, and tactile)<br>and modalities (Gardiner Intelligences).<br>Books and materials present accurate and<br>positive images and information about<br>people from all groups. Print displays<br>include non-English languages or Braille,<br>as applicable.* | languages, as applicable<br>O Skin-tone crayons, paper and/or paint<br>O Assistive technology, if applicable<br>O Wheelchair accessibility<br>PROGRAM EXAMPLES | Validator Comm |   | nents | • |
| NECPA  | C 2.A.08; 9.A.03, 09, 12, 13<br>A p. 33-37, 51<br>Start 1304.21(a)(1)(i-iii)<br>1304.21(a)(3)(E)<br>1304.21(c)(i)<br>1304.53(b)(1)(ii-iii) | *COMAR<br>ECERS-R<br>ITERS   |  |                |   |       |   |

| 2.1 A planned and well struc   | Enviror   | nment<br>active learning and full participation for eac   | h child.    |        |       |   |
|--|---|---|-------------|--------|-------|---|
| INDICATORS   | BEST PRACTICES/RATIONALE  |   |             | RATING |       |   |
| 2.1.5 Instructional Materials  | Materials should be flexible and/or open-   | <ul> <li>O Manipulative and open-ended materials</li> <li>O Safe, durable, clean materials, which may be</li> </ul>   |             | N      | Р     | F |
| Materials are appropriate and  | ended to accommodate the various skill<br>levels and learning styles of children.<br>They promote problem-solving and   | <ul> <li>O Sale, durable, clean matchals, which may be used for a variety of purposes</li> <li>O Accommodate various modalities and intelligences</li> <li>O Reflect cultural diversity and non-</li> </ul> | Program     |        |       |   |
| designed to facilitate integrated<br>learning, authentic application of<br>skills, problem solving, and  | creative thinking. Materials, learning centers, and bulletin boards relate to   |   | Validator   |        |       |   |
| creative/critical thinking skills.<br>NAEYC 2.A.09; 9.A.04, 08, 12, 13<br>2.H.02-03<br>NECPA p. 33-35<br>Head Start 1304.21(a)(1)(4-6)<br>1304.53(b)(1)(i-vii) | curricular themes and units of instruction.<br>They enable children to explore concepts<br>actively, repeat experiences; and to<br>demonstrate, respond to and expand on<br>their learning. Manipulatives are used to<br>reinforce concepts in all content areas.<br>There are enough materials for children to<br>work simultaneously on a task. Materials<br>should be clean and in good condition.<br>Games and puzzles should be complete<br>with all pieces intact. Technology is<br>utilized to extend learning through all<br>areas of the curriculum and assist teachers<br>in meeting individual needs. All children<br>should have regular access to technology<br>in the classroom or lab. | <ul> <li>stereotypical images</li> <li>O Support theme and curriculum</li> <li>O Accommodate various physical needs of students</li> <li>O Appropriate, equitable and safe use of technology</li> </ul>     | Validator ( | Comn   | nents | S |

| Enviror  | iment   |   |  |   |  |  |
|--|---|---|--|---|--|--|
| uctured learning environment promotes  | active learning and full participation for e  | each child.   |  |   |  |  |
| <b>BEST PRACTICES/RATIONALE</b>  | <b>REQUIRED EVIDENCE</b>  | RATING  |  |   |  |  |
| Sufficient supervision is provided to protect children's health and safety by                            | O Children in view of adult at all times<br>O Staff scan room when working with one   |   | Ν  | Р   | F  |  |
| staff watching children, positioning   | child or a small group  | Program   |  |   |  |  |
| moving around as needed, and acting to prevent dangerous situations before they                          |   | Validator   |  |   |  |  |
| group even when working with one child<br>or a small group.<br>Supervision is provided with each child's |   | Validator Comments  |  |   |  |  |
|  | PROGRAM EXAMPLES  | _   |  |   |  |  |
| needs in mind and is adjusted  |   |   |  |   |  |  |
| abilities. *   |   |   |  |   |  |  |
|  |   |   |  |   |  |  |
|  |   |   |  |   |  |  |
| * ECERS-S<br>ITERS   |   |   |  |   |  |  |
|  |   |   |  |   |  |  |
|  |   |   |  |   |  |  |
|  |   |   |  |   |  |  |
|  |   |   |  |   |  |  |
|  |   |   |  |   |  |  |
|  | uctured learning environment promotes a         BEST PRACTICES/RATIONALE         Sufficient supervision is provided to protect children's health and safety by staff watching children, positioning themselves so that all children are in view, moving around as needed, and acting to prevent dangerous situations before they occur. Staff shows awareness of the whole group even when working with one child or a small group.         Supervision is provided with each child's needs in mind and is adjusted appropriately for different ages and abilities. *         * ECERS-S | BEST PRACTICES/RATIONALE       REQUIRED EVIDENCE         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.       O Children in view of adult at all times         Supervision is provided with each child's needs in mind and is adjusted appropriately for different ages and abilities. *       PROGRAM EXAMPLES         * ECERS-S       * ECERS-S | BEST PRACTICES/RATIONALE       REQUIRED EVIDENCE       RA         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.       O Children in view of adult at all times       Program         Supervision is provided with each child's needs in mind and is adjusted appropriately for different ages and abilities. *       PROGRAM EXAMPLES       Validator         * ECERS-S       * ECERS-S       * ECERS-S       * ECERS-S       • • • • • • • • • • • • • • • • • • • | BEST PRACTICES/RATIONALE       REQUIRED EVIDENCE       RATING         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.       O Children in view of adult at all times       Program       N         PROGRAM EXAMPLES       Validator       Validator Comm       Validator Comm       Validator Comm         * ECERS-S       * ECERS-S       * ECERS-S       Supervision is provided with each child's needs in mind and is adjusted aphropriately for different ages and abilities. *       *       Supervision is provided with each child's needs in mind and is adjusted aphropriately for different ages and abilities. *       *       ECERS-S | BEST PRACTICES/RATIONALE       REQUIRED EVIDENCE       RATING         Sufficient supervision is provided to protect 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.       O Children in view of adult at all times       Program       Validator         Supervision is provided with each child's needs in mind and is adjusted appropriately for different ages and abilities. *       PROGRAM EXAMPLES       Validator Comments |  |

| Curriculum<br>2.2 The early childhood program utilizes curriculum that supports each child's development. The curriculum is aligned with <i>the MMSR</i><br>Framework and Standards for Prekindergarten and Kindergarten State curriculum. |  |   |             |      |       |   |        |  |  |  |
|--|--|---|-------------|------|-------|---|--------|--|--|--|
| INDICATORS   | BEST PRACTICES/RATIONALE   | REQUIRED EVIDENCE   | RATING      |      |       |   | RATING |  |  |  |
| 2.2.1 Goals and Learning<br>Outcomes   | Curriculum goals and learning outcomes<br>are age appropriate for children and focus | MMSR Framework and Standards for<br>Prekindergarten and/or Kindergarten |             | Ν    | Р     | F |        |  |  |  |
| The curriculum goals support   | on student learning styles. The goals should align with the <i>MMSR Framework</i>    | □ Evidence of curricular alignment                                      | Program     |      |       |   |        |  |  |  |
| learning outcomes for the content<br>areas/domains of personal and   | and Standards for Prekindergarten and Kindergarten.                                  |   | Validator   |      |       |   |        |  |  |  |
| social development, listening,<br>speaking, reading, writing,  | (www.mdk12.org/instruction)  |   | Validator ( | Comr | nents | 5 |        |  |  |  |
| mathematics, science, social studies, fine arts, health, and   |  | PROGRAM EXAMPLES  | -           |      |       |   |        |  |  |  |
| physical education.  |  |   |             |      |       |   |        |  |  |  |
|  |  |   |             |      |       |   |        |  |  |  |
| NAEYC B-7(a-g)<br>NECPA p.33   |  |   |             |      |       |   |        |  |  |  |
| Head Start 13004.21(c)(1)  |  |   |             |      |       |   |        |  |  |  |
|  |  |   |             |      |       |   |        |  |  |  |
|  |  |   |             |      |       |   |        |  |  |  |
|  |  |   |             |      |       |   |        |  |  |  |
|  |  |   |             |      |       |   |        |  |  |  |
|  |  |   |             |      |       |   |        |  |  |  |

#### Curriculum 2.2 The early childhood program utilizes curriculum that supports each child's development. The curriculum is aligned with the MMSR Framework and Standards for Prekindergarten and Kindergarten State curriculum. **BEST PRACTICES/RATIONALE REQUIRED EVIDENCE INDICATORS** RATING 2.2.2 Content Curriculum is interdisciplinary, enabling **□** Curriculum guides and/or unit plans for F Ν Р children to understand concepts and make each content area that align with state connections across disciplines. Although The curriculum content is standards Program integrated and includes concepts integration is valuable, it is even more for all areas, while being appropriate that concepts and skills follow Validator appropriate for the age and logical sequences, allowing for depth and development of each child. focus. Not all learning experiences will Validator Comments relate to a theme.\* The content is **PROGRAM EXAMPLES** appropriate for the developmental characteristics of young children and their mode of learning. It should be based on their experiences. Themes and projects NAEYC B-4 (b,d), B-5d may be developed to provide hands-on NECPA p. 33, 34 learning experiences that are meaningful Head Start 1304.21(a-c) to children. Children should engage individually and cooperatively in activities. The content should align with the MMSR Framework and Standards for Prekindergarten and Kindergarten/SC. \*Early Childhood Mathematics joint position statement of NAEYC and NCTM (April 2002)

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.

### Curriculum

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

### Curriculum

| INDICATORS   | BEST PRACTICES/RATIONALE   | <b>REQUIRED EVIDENCE</b>   | RA          | r    |      |   |
|--|--|--|-------------|------|------|---|
| 2.2.3(b) Reading   | The reading program for three and four year olds consists of many opportunities to   | Daily schedules and plans identifying reading  |             | Ν    | Р    | F |
| Learning experiences are   | participate in activities that promote<br>development in the areas of oral language  | <ul><li>experiences</li><li>Modeling and implementing age appropriate reading strategies, such as:</li></ul>   | Program     |      |      |   |
| provided for children in the reading processes.  | (vocabulary, expressive language, listening<br>comprehension), phonological awareness  | <ul> <li>Learning new vocabulary through conversation<br/>and instruction</li> </ul>   | Validator   |      |      |   |
| For three and four year olds, these processes include:   | (rhyming, blending, segmenting), print<br>awareness, and alphabetic knowledge. This<br>is accomplished through intentional teaching  | <ul> <li>Matching sounds/rhymes in familiar words,<br/>games, songs, stories, poems</li> <li>Using letters to make words and words to make</li> </ul>  | Validator ( | Comm | ents | 5 |
| <ul> <li>Oral language</li> <li>Phonological awareness</li> <li>Print awareness</li> </ul>   | and explicit, systematic instruction delivered<br>in a manner that builds from basic to more<br>complex concepts and skills. The classroom   | sentences<br>O Classroom libraries containing 2-3 books per  |             |      |      |   |
| <ul><li> Print awareness</li><li> Alphabetic knowledge</li></ul>   | environment should immerse children in<br>stimulating and useful forms of language   | child and child-generated books O Picture/Word walls REPRESENTATIVE EXAMPLES   | -           |      |      |   |
| Additional reading processes for<br>five and six year olds include:<br>Phonemic awareness<br>Phonics<br>Fluency<br>Vocabulary<br>Comprehension | and print. Children should experience daily<br>reading opportunities such as being read to<br>from fiction and nonfiction books and<br>participating in charted songs, finger plays,<br>hymes, and poems. Effective practices<br>nclude teacher-directed and child-initiated<br>activities.<br>The reading program for five and six year | <ul> <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> |             |      |      |   |
| NAEYC 2.E.03-04, 06, 09, 10<br>NECPA p.34, 36<br>Head Start 1304.21(a)(4)(i)<br>1304.21(c)(1)(ii)  | olds consists of the above experiences as<br>well as opportunities to participate in<br>activities in the areas of phonemic<br>awareness, phonics, fluency, vocabulary and<br>comprehension. Instruction should be<br>delivered in total-group, small-group and<br>individual setting as appropriate for the<br>needs of the children.   | PROGRAM EXAMPLES   |             |      |      |   |

### Curriculum

| INDICATORS   | <b>BEST PRACTICES/RATIONALE</b>   | <b>REQUIRED EVIDENCE</b>   | RA          |      |      |   |
|--|---|--|-------------|------|------|---|
| 2.2.3(c) Writing   | Authentic tasks give purpose to the student's writing and the products of   | Daily schedules and plans identifying<br>writing experiences   |             | N    | Р    | F |
| Daily writing instruction includes   | student's writing, and the products of<br>their work are shared with a real<br>audience. Teachers of young children   | <ul> <li>Examples of student writing showing an<br/>array of products and developmental stages</li> </ul>  | Program     |      |      |   |
| opportunities to write for<br>expressive, informational, and                             | audience. Teachers of young children<br>must model the writing process through<br>shared writing experiences, along books   | O Modeled writing experiences such as<br>shared writing, class books, language   | Validator   |      |      |   |
| persuasive purposes.   | shared writing experiences, class books<br>and language experience compositions.<br>Students are supported by the teacher, as<br>they move through the developmental<br>stages of writing toward more<br>independent application of conventional<br>writing skills (spelling, grammar,<br>punctuation, and mechanics).<br>Development of writing skills is<br>evidenced by samples of student work.<br>Opportunities to write occur throughout<br>the day and across content areas.<br>Children are given the support they need<br>to develop handwriting skills. | <ul> <li>experiences</li> <li>O Writing center</li> <li>O Variety of writing materials available</li> <li>O Modifications provided for children with disabilities, if applicable</li> <li>O Writing materials available in centers</li> </ul> PROGRAM EXAMPLES | Validator ( | Comr | nent | 5 |
| NAEYC 2.E.05-08, 10-11<br>NECPA p.34<br>Head Start 1304.21(a)(4)(i)<br>1304.21(c)(1)(ii) |   |  |             |      |      |   |

### Curriculum

| INDICATORS  | BEST PRACTICES/RATIONALE  | REQUIRED EVIDENCE  | RATING  |       |   |   |  |
|---|---|--|---------|-------|---|---|--|
| 2.2.4 Mathematics   | Mathematics concepts are introduced sequentially and supported through the use  | Daily schedules and plans identifying mathematics experiences  |         | N     | Р | F |  |
| The curriculum includes mathematics content and process   | of manipulatives and real-world situations.<br>Children are encouraged to apply<br>mathematical concepts throughout the<br>day. Curriculum is aligned with theOHands on activities (counting, graphing,<br>sorting, weighing, measuring,<br>patterning, etc)OHands on activities (counting, graphing,<br>sorting, weighing, measuring,<br>patterning, etc)OActivities integrated w/other content  | <b>O</b> Hands on activities (counting, graphing,  | Program |       |   |   |  |
| outcomes that support children's ability to solve problems, reason,   |   | Validator  |         |       |   |   |  |
| ability to solve problems, reason,<br>and communicate and make<br>connections. Activities are<br>integrated with other content<br>areas when appropriate. | <ul> <li>areas and centers, as appropriate</li> <li>O Manipulatives (counters, clocks, play<br/>money, rulers, geometric shapes, scales,<br/>attribute blocks, pattern blocks, Unifix<br/>cubes<sup>TM</sup>, etc.)</li> <li>O Use of mathematical vocabulary</li> <li>O Problem-solving strategies (graphic<br/>organizers, guessing and checking,<br/>making a table/chart, drawing a picture,<br/>looking for a pattern, etc.)</li> <li>REPRESENTATIVE EXAMPLES</li> </ul> | Validator (  | Comn    | nents | 5 |   |  |
| NAEYC 2.F.02-13<br>NECPA p.34<br>Head Start 1304.21(a)(4)(iv)   |   | <ul> <li>Mathematical concepts (time, space,<br/>etc.) integrated into music and<br/>movement</li> </ul> |         |       |   |   |  |
| 1304.21(c)(1)(ii)   |   | PROGRAM EXAMPLES   |         |       |   |   |  |

### Curriculum

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

### Curriculum

| INDICATORS   | BEST PRACTICES/RATIONALE  | REQUIRED EVIDENCE  | RA          |      |      |   |
|--|---|--|-------------|------|------|---|
| 2.2.6 Social Studies   | Social Studies program focuses on opportunities for students to learn about   | Yearly schedule for implementing social studies thematic units   |             | Ν    | Р    | F |
| The curriculum focuses on key knowledge, concepts, skills, and                       | themselves, their community and the<br>world. Learning takes place in the context   | <ul> <li>Copies of integrated social studies units</li> <li>Daily schedules / plans for social studies</li> </ul>  | Program     |      |      |   |
| attitudes in the areas of history, geography, economics, political                   | of openness and appreciation for diversity of culture, and respect for similarities and   | O Multicultural materials (i.e., posters, videos, clothing, etc.)  | Validator   |      |      |   |
| geography, economics, political<br>science, and peoples of the nations<br>and world. | differences among people. Activities that<br>foster citizenship skills and understanding<br>of unique qualities and characteristics of<br>others promote cooperative learning and<br>achievement of common goals.*<br>The social studies curriculum is in<br>alignment with the <i>MMSR Framework</i><br><i>and Standards for Prekindergarten</i> and/or<br><i>Kindergarten/VSC</i> , which includes age<br>appropriate indicators for the social | <ul> <li>O Tools and materials (globes, maps of classroom, school, U.S., world, etc.)</li> <li>O Variety of print materials (newspapers, magazines, original photographs, etc.)</li> <li>O Classroom rights and responsibilities posted</li> <li>REPRESENTATIVE EXAMPLES</li> <li>o Realia and artifacts</li> <li>o Vocabulary lists</li> <li>o Evidence of resource persons observed</li> </ul> | Validator ( | Comm | ents |   |
| NAEYC 2.L.01-11<br>NECPA p.34<br>Head Start 1304.21(c)(1)(iv-vi)                     | *NAEYC. Developmentally Appropriate<br>Practices in Early Childhood,(1997).   |  | _           |      |      |   |

### Curriculum

| INDICATORS  | BEST PRACTICES/RATIONALE  | REQUIRED EVIDENCE   | RA          |      |       |   |
|---|---|---|-------------|------|-------|---|
| 2.2.7 Fine Arts   | Children are encouraged to express themselves physically and aesthetically,   | <ul> <li>Schedule and plans reflecting the arts</li> <li>O Dramatic presentations, dance and</li> </ul>   |             | Ν    | Р     | F |
| The fine arts curriculum provides<br>regular opportunities for children<br>to create, perform, and respond to | e fine arts curriculum provides<br>ular opportunities for children<br>reate, perform, and respond to<br>lity and culturally diverse<br>eriences in visual art, music,represent ideas and feelings, and acquire<br>fundamental concepts and skills in the fine<br>arts. Staff works with resource persons to<br> | music   | Program     |      |       |   |
| to create, perform, and respond to quality and culturally diverse   |   | Validator   |             |      |       |   |
| experiences in visual art, music,<br>theatre, and dance.  | the art forms and media as well as<br>integrate the arts into the curriculum.<br>Children's artistic creations are valued<br>through display and dramatic<br>presentations.*  | <ul> <li>(classical, folk, country, lullabies, cultural music, etc.)</li> <li>O Fine arts integrated into the curriculum areas</li> <li>PROGRAM EXAMPLES</li> </ul> | Validator ( | Comn | nents | 5 |
| NAEYC 2.J.01, 04-07<br>NECPA p.34<br>Head Start 1304.21(a)(4)(ii)<br>1304.21(b)(1)(iii)                       | *Developmentally Appropriate Practices<br>in Early Childhood Programs, NAEYC  |   |             |      |       |   |

|   | Curric  | ulum  |              |        |       |   |  |
|---|---|---|--------------|--------|-------|---|--|
|   | ram utilizes a curriculum that supports<br>Standards for Prekindergarten and Ki   | each child's development. The curriculum ndergarten/State curriculum.   | is aligned w | ith th | e     |   |  |
| INDICATORS  | BEST PRACTICES/RATIONALE  | REQUIRED EVIDENCE   |              | RATING |       |   |  |
| 2.2.8 Physical Education  | Children develop and refine skills in locomotive and non-locomotive   | Schedule and plans reflecting physical education  |              | Ν      | Р     | F |  |
| Physical education promotes<br>development of healthy lifestyles  | al education promotesmovements. They learn movementOUse of equipment that promotes motoroment of healthy lifestylesthrough space, dance, basic manipulationSkills (climbers, balance beam, balls,   | Program   |              |        |       |   |  |
| through daily opportunities for children to develop motor skills  | of materials, balancing, climbing.<br>Cardiovascular endurance, flexibility and   | bean bags, etc.)<br>O Movement and dances related to  | Validator    |        |       |   |  |
| and participate in an<br>exercise/physical activity<br>program.<br>NAEYC 2.C.04; 3.F.02<br>NECPA p.34<br>Head Start 1304.21(a)(5)(i-ii)<br>1304.21(a)(6)<br>1304.21(b)(3)(i-ii) | muscular strength and endurance are<br>promoted through planned movement<br>activities that take place indoors and<br>outdoors. Staff and resource persons<br>communicate regarding child development<br>and integration into the content areas.*<br>* NAEYC. <i>Developmentally Appropriate</i><br><i>Practices in Early Childhood Programs</i><br>(1997). | <ul> <li>curriculum areas</li> <li>O Activities and games promoting movement skills</li> <li>O Appropriate modifications and accommodations for children with disabilities</li> </ul> | Validator (  | Comn   | nents | 5 |  |

### Curriculum

| INDICATORS   | BEST PRACTICES/RATIONALE  | <b>REQUIRED EVIDENCE</b>   | RATING      |      |       |   |
|--|---|--|-------------|------|-------|---|
| 2.2.9 Health Education   | Health education programs focus on providing concepts that promote                    | Daily schedule reflecting health-related<br>Activities: outdoor play, lunch, rest/quiet  |             | Ν    | Р     | F |
| The curriculum provides an awareness of basic health and                                     | individual student awareness of body<br>system functions and practice of life skills  | time, etc.<br>O Practice of healthy habits (hand washing   | Program     |      |       |   |
| safety education practices and models sound health/safety skills.                            | to promote health and safety practices.<br>Curriculum focuses on information that is  | after bathroom and before eating,<br>covering mouths, blowing noses, etc.)   | Validator   |      |       |   |
| Health and safety practices are incorporated daily at school.                                | presented in authentic life situations.*  | <ul><li>O Health awareness materials such as:</li><li>Body system awareness posters/charts</li></ul>   | Validator ( | Comn | nents | 5 |
| NAEYC 2.K.01-05; 3.A.03;<br>3.D.01;<br>3.F.02<br>NECPA p.34<br>Head Start 1304.21(c)(1)(iii) | *NAEYC. Developmentally Appropriate<br>Practice in Early Childhood Program<br>(1997). | <ul> <li>Body system awareness posters/charts</li> <li>Models (skeleton, eye, ear, etc.)</li> <li>Variety of print materials (posters, charts, books, etc.)</li> <li>O Exercise equipment (climbers, balls, tricycles, etc.)</li> <li>O Nutritional experiences-cooking, snacks</li> <li>O Outdoor play, weather permitting</li> <li>REPRESENTATIVE EXAMPLES</li> <li>Nutrition information (food pyramid, nutrition/pamphlets, posters, etc.)</li> <li>Danger awareness (poisons, strangers)</li> <li>PROGRAM EXAMPLES</li> </ul> |             |      |       |   |

### 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   | <b>BEST PRACTICES/RATIONALE</b>   | <b>REQUIRED EVIDENCE</b>   | RATING            |   |   |   |  |  |
|--|---|--|-------------------|---|---|---|--|--|
| 2.3.1 Flexible Grouping  | For the purposes of teacher-directed learning, children are not organized into  | Lesson plans that reflect flexible grouping  |                   | Ν | Р | F |  |  |
| Instruction is delivered fixed ability groups or fixed grou  | fixed ability groups or fixed group<br>rotations. Grouping occurs for a variety of  | O Large-group, small-group, and one-on-one<br>instruction with an adult  | Program           |   |   |   |  |  |
| in large groups. Groupings<br>change based upon individual   | burposes such as: ability, interest, or need.<br>There is flexibility in terms of <b>O</b> Grouping for a variety of purposes,(i.e., interests, ability, needs, etc.)   | Validator  |                   |   |   |   |  |  |
| need, instructional decisions, and assessment data.  | homogeneous and heterogeneous groups.<br>The daily schedule includes periods for<br>large groups, small groups, and<br>independent learning. Children make<br>choices by using procedures which help<br>them to plan their activities. Teachers | <ul> <li>O Balance of teacher-directed and child-<br/>initiated groupings</li> <li>O Evidence of student choice in planning<br/>activities</li> <li>O Board/chart for planning activities</li> </ul> | Validator Comment |   |   |   |  |  |
| them to plan their activities. Teachers<br>maintain a record system (e.g., a weekly<br>learning center chart) to ensure variety in<br>each child's choice. Children plan their<br>activities in both teacher-assigned and<br>child-selected learning opportunities.<br>Based on continued observation of<br>children's performance, teachers assign<br>children to small groups with similar or<br>diverse ability levels to work<br>cooperatively on specific projects, tasks,<br>and activities.*<br>* Developmentally Appropriate Practice<br>in Early Childhood Programs, NAEYC. | PROGRAM EXAMPLES  |  |                   |   |   |   |  |  |

### Instruction

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

| INDICATORS  | BEST PRACTICES/RATIONALE  | REQUIRED EVIDENCE  | RATING      |      |       |   |
|---|---|--|-------------|------|-------|---|
| 2.3.2 Authentic Learning  | Instruction is presented in the context of the child's world and related in a   | O Topics relevant to young children's interests<br>and needs   |             | N    | Р     | F |
| Instruction integrates concepts of<br>curriculum into developmentally<br>appropriate practices and relates<br>in a meaningful way to children's<br> | meaningful way to real-life experiences.  | <b>O</b> Hands-on learning opportunities   | Program     |      |       |   |
|   | prior experiences   | Validator  |             |      |       |   |
|   | their ongoing assessment of children's<br>strengths and needs. As part of daily<br>instruction, teachers facilitate<br>opportunities for children to investigate,<br>apply, and extend their learning. When<br>teachers provide home/school<br>connections, children are able to extend<br>and apply their learning outside the<br>classroom. The planning process includes<br>alignment with curricular objectives | <ul> <li>literacy products developed by children displayed in the room and the school's hallways</li> <li>O Independent learning centers that include real objects and prompts reflecting diversity</li> </ul> | Validator ( | Comn | nents | Š |
| NAEYC 3.E.03; 3.G.07-08, 13-14<br>NECPA p. 37<br>Head Start 1304.53(b)(1)(ii)   | * NAEYC. Developmentally Appropriate<br>Practices in Early Childhood, (1997).   |  |             |      |       |   |

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

|  | Instru   | ction  |               |              |       |   |
|--|--|--|---------------|--------------|-------|---|
|  | through instructional strategies which s<br>ds for Prekindergarten and Kindergarten/   | upport each student's development and att<br><i>State curriculum</i> .           | ainment of th | ne <i>MM</i> | ISR   |   |
| INDICATORS   | BEST PRACTICES/RATIONALE   | REQUIRED EVIDENCE  | RA            | TING         | Ţ     |   |
| <ul> <li>2.3.4 Independent Learning<br/>Exploration</li> <li>Independent learning provides<br/>opportunities for children to<br/>explore, experiment, question,<br/>investigate, and problem-solve.</li> <li>Children take responsibility for<br/>their learning.</li> </ul> | Materials that encourage open-ended<br>thinking and active participation are an  | O Exploratory centers accessible to all students                                 |               | N            | Р     | ] |
|  | integral part of daily application and<br>follow-up of learning. Teachers facilitate<br>learning based on the understanding of<br>each child's developmental strengths and | <b>O</b> Adequate equipment, manipulatives, and materials accessible to students | Program       |              |       |   |
|  |  | O Students engaged in independent learning activities                            | Validator     |              |       |   |
|  |  | O Student utilization of authentic objects and<br>prompts                        | Validator     | Comn         | nents | S |
|  |  | REPRESENTATIVE EXAMPLES  |               |              |       |   |
|  |  | • Samples of children's journals, projects                                       |               |              |       |   |
|  |  | PROGRAM EXAMPLES   |               |              |       |   |
|  |  |  |               |              |       |   |
| NAEYC 3.D.03, 08; 3.G.09-10<br>NECPA p.35, 41<br>Head Start 1304.53(a)(1)(3)<br>1304.53(b)(1)(iii-v)   |  |  |               |              |       |   |
| 200(c)(1)( ())   |  |  |               |              |       |   |

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

|        |  | Instru  | ction   |              |                |       |   |
|--------|--|---|---|--------------|----------------|-------|---|
| 2.3    |  | hrough instructional strategies which s<br>s for Prekindergarten and Kindergarten/                  | upport each student's development and atta<br><i>State curriculum</i> .                             | unment of th | ne <i>MN</i>   | ASR   |   |
|        | INDICATORS   | <b>BEST PRACTICES/RATIONALE</b>   | REQUIRED EVIDENCE   | RA           | TINO           | J     |   |
| 2.3.6  | Instructional Balance                                      | The daily program includes periods for teacher-directed and child-selected                          | <b>O</b> Children's involvement in self-selected <b>and</b> teacher-directed activities             |              | N              | Р     | F |
| active | ctional strategies promote<br>participation by children in | activities. The learning environment is organized so that children can function in                  | <ul> <li>O Display of child-initiated and teacher-<br/>directed projects and books</li> </ul>       | Program      |                |       |   |
|        | nce of teacher-directed and elected activities.            | it with a minimum of adult direction.<br>Adults model and provide opportunities                     | <ul> <li>O Activity planning board/chart</li> <li>O Adequate materials and manipulatives</li> </ul> | Validator    | ATING<br>N P F |       |   |
|        |  | for children to exhibit age-appropriate<br>behaviors which include assuming                         | accessible to students  | Validator (  | Comr           | nents | 8 |
|        |  | responsibility for carrying out routine activities, exhibiting independence and                     |   |              |                |       |   |
|        |  | initiative in planning their own learning,<br>and practicing pro-social skills. Teacher-            | PROGRAM EXAMPLES  |              |                |       |   |
|        |  | directed learning provides sufficient   |   |              |                |       |   |
|        |  | materials or manipulatives so that each child can participate simultaneously.                       |   |              |                |       |   |
|        |  | Teacher-directed learning addresses children's needs and interests in all                           |   |              |                |       |   |
|        |  | developmental areas. According to   |   |              |                |       |   |
|        |  | research, the amount of teacher support is dependent upon the approach. The level of                |   |              |                |       |   |
|        |  | teacher support changes based upon  |   |              |                |       |   |
|        | C 3.G.05, 13<br>A p.34-36                                  | learner need. The goal is to create independent, lifelong learners. *                               |   |              |                |       |   |
|        | tart 1304.21(a)(1)(iv)                                     |   |   |              |                |       |   |
|        | 1304.21(c)(1)(vii)(2)                                      | *Standards for Quality Elementary and<br>Middle Schools, K-5 <sup>th</sup> Grade Revised<br>Edition |   |              |                |       |   |

|  | Instru   |  |           |       |   |   |
|--|--|--|-----------|-------|---|---|
| 2.3 Curriculum is delivere<br>Framework and Standa   | inment of th   | ne <i>MM</i>   | ISR       |       |   |   |
| INDICATORS   | BEST PRACTICES/RATIONALE   | REQUIRED EVIDENCE  | RA        | TING  | ſ |   |
| 2.3.7 Multicultural<br>Education/Diversity   | Instructional practices reflect the areas of diversity as identified by state law: ability,  | <b>O</b> Authentic representation of cultures and people through illustrations, literature,  |           | Ν     | Р | ŀ |
| Instruction addresses and  | age, gender, ethnicity, language, race, religion, region and socioeconomic status.   | props, photographs, music and posters  | Program   |       |   |   |
| respects cultural diversity,<br>learning styles, and other   | Instructional activities are planned to accommodate diverse learning styles.   | O Materials in the classroom reflect non-<br>stereotyped gender roles and diverse ethnic<br>groups (skin-tone paper, crayons, books, | Validator |       |   |   |
| individual differences.<br>They recognize children's cultural<br>identities by celebrating cultural events<br>(e.g., Cinco de Mayo, May Day), and<br>home cultures (e.g., food and cooking,<br>family album, language spoken at home).<br>The use of visuals depicts various cultures<br>authentically. Families are involved as<br>resource people or provide family<br>artifacta. Instructional strategies include | <ul> <li>music)</li> <li>O Instructional materials positively portray<br/>individuals with disabilities and from a<br/>variety of backgrounds</li> <li>O Activities support different learning<br/>styles</li> <li>REPRESENTATIVE EXAMPLES</li> <li>Photos of family members serving as<br/>resource speakers or providing family<br/>artifacts</li> </ul> | Validator (  | Jomn      | ients | S |   |
|  | in the classroom reflect non-stereotyped<br>gender roles and diverse ethnic groups.<br>Instructional materials also portray<br>positively individuals with disabilities and<br>persons from a wide range of economic<br>backgrounds and of various ages.*<br>*NAEYC. Developmentally Appropriate   | PROGRAM EXAMPLES   |           |       |   |   |

|   | Instru  | ction  |                  |       |     |  |
|---|---|--|------------------|-------|-----|--|
|   | through instructional strategies which s<br>ards for Prekindergarten and Kinderga   | support each student's development and atta<br>rten/State curriculum.  | ainment of tl    | he MN | 1SR |  |
| INDICATORS  | BEST PRACTICES/RATIONALE  | REQUIRED EVIDENCE  | RA               | TING  | r   |  |
| 2.3.8 Instructional Management<br>Instruction incorporates<br>management strategies which<br>facilitate logical, organized<br>transitions and routines, and<br>promote positive student | <ul> <li>O Teacher/assistant collaboration and<br/>involvement with students</li> <li>O Use of lights, verbal cues, musical cues, sign</li> </ul>   | Program  | N                | Р     | F   |  |
|   | classroom. Minimal amounts of time are  | language, poetry, songs, finger plays,<br>riddles, and thinking games to promote<br>smooth transitions   | Validator        |       |     |  |
| promote positive student<br>behavior.   | Music, poetry, finger plays, riddles, hand<br>signs, overhead lights, and other forms of<br>language and thinking games or cues are<br>used to eliminate wait time during<br>transitions. The daily routine is<br>maintained to establish set expectations.<br>Sufficient time is allocated for transitions<br>to allow children to clean up and prepare<br>for the next activity. Trays and bins for<br>materials are clearly labeled to facilitate<br>self-directed clean up on the part of the<br>children.* | <ul> <li>O Labeled materials</li> <li>O Daily agendas, activity planning<br/>boards/charts, grouping charts for<br/>classroom activities, helpers chart</li> <li>O Behavior management strategies that result<br/>in positive learning behaviors (e.g.,<br/>acknowledging positive behaviors, and<br/>avoidance of or ignoring negative<br/>behaviors, etc.)</li> <li>REPRESENTATIVE EXAMPLES</li> <li>Chart of cooperative behaviors</li> </ul> | Validator Commer |       |     |  |
| NAEYC 3.A.05,07; 3.D.09<br>NECPA p.14-15, 29, 36, 37<br>Head Start 1304.21(a)(3)(ii)<br>1304.40(h)<br>1304.41(c)(1)   | *Standards for Quality Elementary and<br>Middle Schools, K-5 <sup>th</sup> Grade  | PROGRAM EXAMPLES   |                  |       |     |  |

| Framework and Standards for Prekindergarten and Kindergarten/SC.INDICATORSBEST PRACTICES/RATIONALEREQUIRED EVIDENCE3.9 Social Interaction<br>instruction promotes appropriate<br>iteraction and cooperation.Teachers model and provide opportunities<br>for children to exhibit helpful behavior; to<br>develop and follow rules for the care and<br>safety of themselves, others, and<br>classroom materials; to get along with<br>others from similar and different<br>backgrounds; to demonstrate respect for<br>others, and to make friends. Social<br>conflicts among children are used as<br>learning experience with adults helping<br>children to negotiate disagreements amont<br>themselves without solving problems for<br>them. Teachers and students generate classroom<br>rules together and decide on appropriate<br>consequences throughout the year.*REPRESENTAIVE EXAMPLESIAEYC 3.B.05-06, 12<br>IECCPA p.14-15, 37<br>lead Start 1304.21(b)(2)(i)*NAEYC. Developmentally Appropriate<br>impropriate and appropriatePROGRAM EXAMPLES   | ainment of th   | ne <i>MN</i>   | 1SR |      |       |             |
|--|---|--|-----|------|-------|-------------|
| INDICATORS   | BEST PRACTICES/RATIONALE  | REQUIRED EVIDENCE  | RA  | TINC | Y     |             |
| 2.3 Curriculum is delivered through instructional strategies which support each student's development and attainment of the Mathematical Standards for Prekindergarten and Kindergarten/SC.       REQUIRED EVIDENCE       RETIONALE         2.3.9 Social Interaction Instruction promotes appropriate interaction and cooperation.       Teachers model and provide opportunities of 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 are used as learning experience with adults helping children are used as learning experience with adults helping children to negotiate disagreements among the meselves without solving problems for them. Teachers dudied is generate classroom rules together and dudies died on appropriate behavior. Teachers and students generate classroom rules together and propriate behavior. Teachers and students generate classroom rules together and dudies died on appropriate consequences throughout the year.*       Class meetings/circle time discussions       • Validator         NAEYC 3.B.05-06, 12       NAEYC 3.B.05-06, 12       NAEYC 3.B.05-06, 12       Program       • Naterice Name Informatical Strategies Name Inf | Р   | F  |     |      |       |             |
|  | rough instructional strategies which support each student's development and attainment of the<br>for Prekindergarten and Kindergarten/SC.BEST PRACTICES/RATIONALEREQUIRED EVIDENCERATTeachers model and provide opportunities<br>for children to exhibit helpful behavior; to<br>develop and follow rules for the care and<br>safety of themselves, others, and<br>classroom materials; to get along with<br>others from similar and different<br>backgrounds; to demonstrate respect for<br>cohlers, and to make friends. Social<br>conflicts among children are used as<br>learning experience with adults helping<br>children to negotiate disagreements among<br>themselves without solving problems for<br>inappropriate and appropriate behavior.<br>Teachers and students generate classroom<br>rules together and decide on appropriate<br>consequences throughout the year.*O Exploratory centers<br>O Activities that promote appropriate<br>behavior<br>O Charts of desired behaviorsProgram<br>Validator*NAEYC. Developmentally AppropriateO Exploratory centers<br>O Activities that promote appropriate<br>behaviorProgram<br>Validator |  |     |      |       |             |
| NECPA p.14-15, 37<br>Head Start 1304.21(b)(2)(i)   | others, and to make friends. Social<br>conflicts among children are used as<br>learning experience with adults helping<br>children to negotiate disagreements among<br>themselves without solving problems for<br>them. Teachers describe consequences of<br>inappropriate and appropriate behavior.<br>Teachers and students generate classroom<br>rules together and decide on appropriate<br>consequences throughout the year.*  | <ul> <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> |     | .0   | Ients | <b>&gt;</b> |

#### Assessment

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

| 2.4.1 Multiple Assessment<br>Methods Teachers implement a systematic method of<br>assessing children's developmental progress   | Work Sampling System or similar   |                                     |      |        |   |
|---|---|-------------------------------------|------|--------|---|
| Multiple assessment methods are<br>used to identify students'<br>strengths, needs, interests, and<br>progress. Information about<br>areas of students' development<br>and progress are systematically<br>collected and documented<br> | <ul> <li>Portfolios containing         <ul> <li>Checklists</li> <li>Anecdotal records</li> <li>Work samples</li> </ul> </li> <li>Evidence of differentiated assessments</li> <li>REPRESENTATIVE EXAMPLES</li> <li>Self-assessments</li> <li>Developmental screenings</li> <li>Performance tasks assessing application of</li> <li>knowledge</li> <li>Additional assessment instruments<br/>(DIBELS, running records, etc.)</li> <li>PROGRAM EXAMPLES</li> </ul> | Program<br>Validator<br>Validator ( | Comm | Peents | F |

|  | Assess  | ment   |               |        |       |   |
|--|---|--|---------------|--------|-------|---|
| 2.4 Assessment of students is students to facilitate lear            |   | propriate, and ongoing. Assessment data is                                       | used by teacl | hers a | nd    |   |
| INDICATORS   | BEST PRACTICES/RATIONALE  | REQUIRED EVIDENCE  | RA            | TINC   | Ĵ     |   |
| 2.4.2 Assessment-Based<br>Instruction                                | The focus of classroom assessment is closely aligned with what the students are   | Daily lesson plans reflecting differentiation of instruction based on individual |               | Ν      | Р     | F |
| Developmentally appropriate  | learning, and the timing of the<br>assessments corresponds to the concepts  | assessment results <ul> <li>Evidence of ongoing authentic assessments</li> </ul> | Program       |        |       |   |
| assessment is an integral part of<br>daily planning and instruction. | that children are taught. Teachers use<br>assessment results to plan instruction—   | used to determine individual and small-<br>group needs                           | Validator     |        |       |   |
|  | what to teach next and how to support         each child's learning. Weekly plans for         instruction include learning activities for         individual children. Teachers use |  | Validator (   | Comn   | nents | 5 |
|  |   | PROGRAM EXAMPLES   | -             |        |       |   |
|  | information from a variety of instruments<br>and assessment methods when referring  |  |               |        |       |   |
|  | children to Infants and Toddlers, Child<br>Find, or school based review and<br>evaluation teams.  |  |               |        |       |   |
|  |   |  |               |        |       |   |
|  |   |  |               |        |       |   |
| NAEYC 4.D.01, 03, 08<br>NECPA p.33                                   |   |  |               |        |       |   |
| Head Start 1304.20(b)(3)<br>1304.21(c)(1)(i)                         |   |  |               |        |       |   |
| 1304.21(c)(2)  |   |  |               |        |       |   |
|  |   |  |               |        |       |   |
|  |   |  |               |        |       |   |
|  |   |  |               |        |       |   |

|   | INDICATORS   | BEST PRACTICES/RATIONALE  | <b>REQUIRED EVIDENCE</b>  | RA                              | TIN | J |   |
|---|--|---|---|---------------------------------|-----|---|---|
| 2.4.3 Communication of<br>Assessment Information<br>Assessment information is |  | 00  | <ul> <li>Progress reports/report cards</li> <li>Conference schedules</li> </ul> |                                 | N   | Р | ] |
|   | progress through a variety of means.<br>Specific feedback about children's   | <ul> <li>Assessment results, anecdotal notes,<br/>portfolios</li> </ul>   | Program   |                                 |     |   |   |
| comm  | unicated with children and s/guardians on a regular,   | learning and development is<br>communicated on a regular basis in terms   | Communication logs  | Validator<br>Validator Comments |     |   |   |
|   | g basis.   | that parents can understand. Information  |   |                                 | 5   |   |   |
|   |  | elicited from families about each child's interests and experiences at home is  | REPRESENTATIVE EXAMPLES   |                                 |     |   |   |
|   | considered in program planning and<br>implementation. Children's progress is   | Log of home visits  |   |                                 |     |   |   |
|   |  | reported in comparison with their previous<br>performance. Parents are given general<br>information about age-related   | PROGRAM EXAMPLES  |                                 |     |   |   |
| 7.C.01,   | C 4.E.01-02; 7.B.02,04;<br>03<br>A p.33<br>tart 1304.20(c)(1-2)<br>1304.21(a)(2)(i-ii)<br>1304.21(b)(3)<br>1304.51(c)(1-2) | expectations. Progress is also<br>communicated in conferences that are<br>scheduled at mutually convenient times.<br>Parents are always involved in the review<br>and evaluation of a child's progress and in<br>determining the child's individual<br>program. Accommodations are made to<br>communicate with non-English speaking<br>parents or parents with special needs.*<br>*NAEYC. Developmentally Appropriate<br>Practices (1997) |   |                                 |     |   |   |

#### 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   | RA        | TING |   |  |  |  |             |        |    |
|---|---|---|-----------|------|---|--|--|--|-------------|--------|----|
| 2.4.4 Articulation  | Articulation meetings usually occur at the<br>end of the school year to discuss each  | Notes from articulation meetings and/or<br>copy of completed articulation plans |           | N P  | F |  |  |  |             |        |    |
| Assessment data is shared with<br>parents and relevant staff in<br>order to collaborate and<br>communicate about progress and<br>plans for instruction.child's p<br>learning<br>and the<br> | child's progress and plan for future<br>learning. Ideally, the parent(s), the current   | <ul> <li>Progress reports/report cards</li> <li>Communication logs</li> </ul>   | Program   |      |   |  |  |  |             |        |    |
|   | and the receiving teacher, and the child<br>will participate. Work samples or   |   | Validator |      |   |  |  |  |             |        |    |
|   | ng<br>s sharedTeachers may arrange for students to visit<br>subsequent grades or programs at the end<br>of the school year.REPRESENTATIVE EXAMPLESand withParents are informed of differences in• Notes from parent conferences |   |           |      |   |  |  | Teachers may arrange for students to visit | Validator ( | Commen | ts |
|   |   | <ul> <li>Notes from parent conferences</li> </ul>                               |           |      |   |  |  |  |             |        |    |
|   | curriculum and instructional programs<br>between grades and programs.<br>A written articulation process is  | PROGRAM EXAMPLES  |           |      |   |  |  |  |             |        |    |
|   | documented.   |   | -         |      |   |  |  |  |             |        |    |
|   |   |   |           |      |   |  |  |  |             |        |    |
| NAEYC 4.E.03; 7.C.06-07;  |   |   |           |      |   |  |  |  |             |        |    |
| 10.B.14<br>NECPA p.33   |   |   |           |      |   |  |  |  |             |        |    |
| Head Start 1304.20(f)(2)(iii)<br>1304.21(a)(2)(ii)<br>1304.41(c)(1)(iii)  |   |   |           |      |   |  |  |  |             |        |    |
| 1304.41(C)(1)(11)   |   |   |           |      |   |  |  |  |             |        |    |
|   |   |   |           |      |   |  |  |  |             |        |    |

|  | Partner  | 1   |             |     |       |   |
|--|--|---|-------------|-----|-------|---|
| 3.1 Family and community p INDICATORS  |  |   |             |     |       |   |
| 3.1.1 Communication with<br>Families   | Designing effective forms of communication about programs and  | <ul> <li>Registration materials</li> <li>Documentation of family outreach</li> </ul>  |             | Ν   | Р     | F |
| Expectations and information   | program activities helps bridge the gap<br>between families and programs.  | activities—log of telephone calls, copies of newsletters, dissemination of program  | Program     |     |       |   |
| about early learning programs are disseminated on an ongoing   | Effective communication provides   | <ul> <li>goals and plan, special event flyers</li> <li>Sign-in sheets and/or minutes for parent</li> </ul>  | Validator   |     |       |   |
| basis and allow for family input.<br>NAEYC 7.A.06-09; 7.B.01-02, 06<br>NECPA p.39<br>Head Start 1304.21(a)(2)(i)<br>1304.40(a)(1)<br>1304.40(e)(5) | <ul> <li>opportunities for parents to communicate information regarding their children's strengths and needs, and their expectations for their children are learning.</li> <li>Expectations for early learning programs and plans for implementing them are disseminated to parents on an ongoing basis.</li> <li>Scheduling activities at times convenient for parents encourages family participation.</li> <li>*School/Family/Community Partnerships</li> </ul> | <ul> <li>meetings and conferences held at<br/>convenient times for parents</li> <li>Handbook for parents</li> <li>Copy of program calendar</li> <li>Materials available in native languages and<br/>alternative formats for family members<br/>with disabilities</li> <li>Directory of program staff</li> <li>Family communication board</li> </ul> <b>REPRESENTATIVE EXAMPLES</b> • Log of home visits | Validator ( | Com | nents | 5 |

|   | Partner  | 1  |             |       |   |   |  |
|---|--|--|-------------|-------|---|---|--|
| 3.1 Family and community p INDICATORS   | artnerships support the success of early<br>BEST PRACTICES/RATIONALE   | REQUIRED EVIDENCE  | RATING      |       |   |   |  |
| 3.1.2 Supporting Child<br>Development<br>Families, community members,<br>and staff collaborate to promote<br>child development and learning at<br>home. | Educators help bridge the gap between<br>home and educational program by<br>assisting families in developing home<br>environments that support children's  | <ul> <li>Copies of newsletters containing<br/>information about child development<br/>and learning</li> <li>Agendas and/or sign-in sheets for</li> </ul>   |             | Ν     | Р | F |  |
|   |  |  | Program     |       |   |   |  |
|   | development and learning. Providing<br>information and ideas will help families  | workshops involving parents and/or<br>children   | Validator   |       |   |   |  |
|   | assist their children at home with<br>curricular related activities. Families also<br>need information and data enabling them<br>to make wise educational decisions and<br>plan for their children's futures.* | <ul> <li>School Readiness materials</li> <li>Displays of brochures regarding child development</li> <li>REPRESENTATIVE EXAMPLES</li> <li>Copy of take-home learning materials</li> <li>PROGRAM EXAMPLES</li> </ul> | Validator ( | nents | 5 |   |  |
| NAEYC 7.A.05; 7.B.06<br>NECPA p.39<br>Head Start 1304.40(e)(1)(3)<br>1304.40(e)(4)(i)   | *School/Family/Community Partnerships  |  |             |       |   |   |  |

|   | Partner  | ships  |                  |   |   |   |  |  |
|---|--|--|------------------|---|---|---|--|--|
| 3.1 Family and community partnerships support the success of early learning programs.               |  |  |                  |   |   |   |  |  |
| INDICATORS  | BEST PRACTICES/RATIONALE   | REPRESENTATIVE EXAMPLES  | RATING           |   |   |   |  |  |
| 3.1.3 Family Participation<br>and Involvement   | A comprehensive program of partnerships promotes family and community  | Schedule of parent or community volunteers   |                  | N | Р | F |  |  |
| Families, community members,  | participation and involvement in the educational program. Members of   | Agendas for volunteer orientation and trainings  | Program          |   |   |   |  |  |
| staff, and administrators are actively involved in program-   | families are encouraged to participate in<br>the program in ways that they feel  | List of School Improvement Team members  | Validator        |   |   |   |  |  |
| based activities, curriculum,<br>shared decision making, and<br>advocacy for children.              | comfortable. They may take part in classroom activities (e.g., sharing a   | List of PTA/PTO/parent advisory<br>committee members   | Validator Commen |   |   | 5 |  |  |
|   | cultural event, telling or reading a story,<br>tutoring, making learning materials,  | REPRESENTATIVE EXAMPLES  |                  |   |   |   |  |  |
|   | playing games, or assisting with the<br>instructional program.) They may<br>contribute to activities outside the<br>classroom (e.g., designing or sewing<br>costumes, working in the media center,<br>going on a field trip). Members might also<br>wish to become a member of a team, | <ul> <li>Photos of volunteers serving as resources</li> <li>Policy handbook which outlines the process<br/>for influencing decisions, raising concerns,<br/>appealing decisions, and solving problems</li> <li>Agendas for trainings provided for parents,<br/>community, and staff in collaborative<br/>partnerships</li> </ul> |                  |   |   |   |  |  |
| NAEYC 7.A.07, 12-14; 8.B.01-05<br>Head Start 1304.21(a)(2)(i)<br>1304.40(a)(4-5)<br>1304.40(d)(2-3) | responsible for making decisions about the<br>program.<br>*NAEYC. Developmentally Appropriate<br>Practice in Early Childhood<br>Programs(1997)   | PROGRAM EXAMPLES   |                  |   |   |   |  |  |
|   |  |  |                  |   |   |   |  |  |

|  | Partner  | •   |             |      |        |   |  |  |  |
|--|--|---|-------------|------|--------|---|--|--|--|
| 3.1 Family and community p.<br>INDICATORS  | Family and community partnerships support the success of early learning programs.INDICATORSBEST PRACTICES/RATIONALEREQUIRED EVIDENCE |   |             |      | RATING |   |  |  |  |
| Communityand services from their com<br>strengthen programs, family<br>student learning and developCommunity resources are used tostudent learning and develop | Programs identify and integrate resources<br>and services from their community to  | <ul> <li>resources</li> <li>Copies of established transition policies and/or transition plans</li> <li>List of community resources that collaborate with the program in order to</li> </ul>   |             | N    | Р      | F |  |  |  |
|  | strengthen programs, family practices, and student learning and development. *   |   | Program     |      |        |   |  |  |  |
| strengthen early learning<br>programs, families, and children's  | Programs establish procedures to support successful transitions for children from  |   | Validator   |      |        |   |  |  |  |
| learning.  | one program to another.  | <ul> <li>meet the needs of the program and community</li> <li>Guides or directories of community resources available to parents/programs</li> <li>REPRESENTATIVE EXAMPLES</li> <li>Copies of Memorandums of Understanding, agreements, agendas and/or minutes of meetings with community resources</li> </ul> | Validator ( | Comn | nents  | 5 |  |  |  |
| NAEYC 7.C.05; 8.A.01-04; 8.B.06<br>NECPA p.39<br>Head Start 1304.40(h)<br>1304.41(a)(1-2)<br>1304.41(c)(1)   | *School/ Family/Community Partnerships   | PROGRAM EXAMPLES  |             |      |        |   |  |  |  |

| Partnerships  |   |   |             |                   |   |   |  |  |
|---|---|---|-------------|-------------------|---|---|--|--|
| 3.1 Family and community partnerships support the success of early learning programs.   |   |   |             |                   |   |   |  |  |
| INDICATORS  | BEST PRACTICES/RATIONALE  | REQUIRED EVIDENCE   | RATING      |                   |   |   |  |  |
| 3.1.5 Evaluation  | Programs solicit family and community<br>knowledge regarding children's learning<br>and development and incorporate it into<br>ongoing assessment and evaluation of the | <ul> <li>Copies of completed surveys sent to parents and participating community organizations</li> <li>Copies of evaluations of partnership</li> </ul>   |             | N                 | Р | F |  |  |
| Family and community members<br>are encouraged to provide input<br>to strengthen early learning<br>programs, family practices, and<br>children's learning and<br>development. |   |   | Program     |                   |   |   |  |  |
|   | program.*   | activities  | Validator   |                   |   |   |  |  |
|   |   |   | Validator ( | alidator Comments |   |   |  |  |
|   |   | REPRESENTATIVE EXAMPLES   | _           |                   |   |   |  |  |
|   |   | <ul> <li>Copies of program evaluation completed<br/>by administrators and/or outside agencies,<br/>if applicable</li> <li>Copies of recommendations made to the<br/>School Improvement Team</li> <li>Copies of interviews completed with<br/>parents and community organizations</li> <li>PROGRAM EXAMPLES</li> </ul> |             |                   |   |   |  |  |
| NAEYC 4.A.03; 7.C.02; 8.A.07<br>NECPA p.33<br>Head Start 1304.40(e)(1)  | *NAEYC. Developmentally Appropriate<br>Practice in Early Childhood<br>Programs(1997).   |   |             |                   |   |   |  |  |