



Standards for Implementing Quality School Age Child Care Programs

Instrument for Self-Appraisal and Validation

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Self-Appraisal and Accreditation/Validation Instrument

I. Organization

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

- 2) A section for **Program Examples** is provided under the *Representative Examples* section. Programs should note any additional examples that meet best practices and are specific to that program. This section should be completed as the self-appraisal team rates the program.
- D. The **Rating chart** is located in the last column. It provides a space for the program staff and the Validator to record ratings for each indicator, based on documented and observable evidence.

II. Directions

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

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

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

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

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

III. Rating Chart

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

	N	P	F
Program			
Validator			

Rating each *Indicators*:

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

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

I. PROGRAM ADMINISTRATION

Mission Statement

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

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING			
<p>1.1.1 Planning The school age program has a written philosophy/mission statement, which reflects effective school age and inclusionary practices. The written philosophy/mission statement is shared with staff and families.</p>	<p>The philosophy statement is an integral part of the program’s overall mission. It refers to research and literature-based practices in school age child care; embraces supporting all children, including those with disabilities, special health care needs, and English language learners. The philosophy act as the foundation for the policies and practices implemented in the program.</p>	<input type="checkbox"/> Written mission or philosophy statement of the school age child care program <input type="checkbox"/> Documentation of dissemination to staff and families		N	P	F
		Program				
		Validator				
		PROGRAM EXAMPLES			Validator Comments	

I. PROGRAM ADMINISTRATION

Mission Statement

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INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING			
<p>1.1.2 Staff Development</p> <p>The school age child care program mission/philosophy statement describes an ongoing staff development program to ensure opportunities for professional growth and development.</p>	<p>The mission/policy statement reflects professional development opportunities for staff in school age child care programs. Ongoing professional development provides continuing education and other opportunities for staff to keep abreast of the latest developments in the field, including: new programs and practices, routines, inclusionary practices, pending policy, legislation, or regulatory changes. In addition to staff training, volunteers and substitutes are adequately acquainted with the program philosophy goals, emergency health and safety procedures, child abuse and neglect reporting procedures, and expectations for ethical conduct.*</p> <p>* The National Staff Development Council, Standards for Staff Development.</p>	<input type="checkbox"/> Written statements or plans regarding staff development <input type="checkbox"/> List of training topics and resources for professional growth and development <input type="checkbox"/> Orientation Packet for staff		N	P	F
		Program				
		Validator				
		PROGRAM EXAMPLES			Validator Comments	

I. PROGRAM ADMINISTRATION

Mission Statement

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

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING			
<p>1.1.3 Implementation</p> <p>The learning environment and activities are developmentally appropriate and reflect the program’s philosophy and goals.</p>	<p>The philosophy reflects the principles of developmentally appropriate practices. It states explicitly the role of families and reflects the multiple social and cultural contexts of the community. It embraces the philosophy of supporting all children, including those with disabilities, special health care needs, and English language learners. It provides a foundation to build and support a sense of community among administration, staff, children, and youth involved in the school age child care program.</p>	<input type="checkbox"/> Written mission or philosophy statement of the school age child care program <input type="checkbox"/> Plan for involving parents <input type="radio"/> Developmentally appropriate environment and activities		N	P	F
		Program				
		Validator				
		Validator Comments				
		PROGRAM EXAMPLES				

I. PROGRAM ADMINISTRATION

Mission Statement

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

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING				
<p>1.1.4 Evaluation</p> <p>The guidelines, yearly plan, or handbook includes the program’s annual evaluation and the process for ongoing program and staff reviews.</p>	<p>The guidelines, yearly plan, or handbook reflect methods of current and ongoing program evaluation, which include annual program evaluation, staff reviews, and plans for improvement.</p> <p>The program’s effectiveness will be evaluated annually by administrators, families, staff, and other routinely participating adults.</p> <p>Staff uses individual descriptions of children’s development and learning, which are written and compiled, as a basis for planning appropriate learning activities, and as a means of facilitating the optimal development of each child.</p>	<input type="checkbox"/> Written plan for evaluation <input type="checkbox"/> Copies of completed evaluation tools		N	P	F	
		Program					
		Validator					
		Validator Comments					
		REPRESENTATIVE EXAMPLES					
<ul style="list-style-type: none"> ▪ Evaluation timeline ▪ Improvement plans ▪ Staff guidelines ▪ Staff reviews 							
PROGRAM EXAMPLES							

I. PROGRAM ADMINISTRATION

Program Personnel

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

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING				
<p>1.2.1 Administration</p> <p>Upon hire and at least once each program year, the director or education supervisor provides an orientation session for staff about the school age child care program to ensure the implementation of a developmentally appropriate program.</p>	<p>The director informs the staff about developmentally appropriate programming and practices.</p> <p>Resource materials such as national and state standards, guideline information, brochures for families, and staff development materials on developmentally appropriate practices are available.</p> <p>Staff has a clear understanding of job expectations.</p>	<input type="checkbox"/> Copies of Staff Orientation Form for each staff member (signed and dated) <input type="checkbox"/> Staff meeting calendar and agendas		N	P	F	
		Program					
		Validator					
		Validator Comments					
		REPRESENTATIVE EXAMPLES					
<ul style="list-style-type: none"> ▪ Minutes, agendas, calendars for conferences/meetings/trainings ▪ Copies of resource materials ▪ Job description and responsibilities 							
PROGRAM EXAMPLES							

I. PROGRAM ADMINISTRATION

Program Personnel

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

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING				
<p>1.2.2 Supervision</p> <p>The supervisor and/or director provide regular feedback to staff about the development and implementation of a developmentally appropriate program.</p>	<p>The supervisor or director promotes an open system of staff communication which supports the ongoing exchange of information among staff, focusing on specific instructional or programmatic strategies related to the quality of services, and representing the best interests of children, youth and families.</p> <p>Effective formal and informal communication methods include: regularly scheduled staff meetings used to facilitate staff input and discussions concerning the quality of services to children, youth and families, and opportunities to express concerns and provide effective feedback related to professional development and growth.</p> <p>In addition, these methods include peer coaching, mentoring for improvement, workshop seminars, action research, and teaching teams.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Agendas for staff meetings, workshops, or seminars <input type="checkbox"/> Copies of informal and formal staff observations 		N	P	F	
		Program					
		Validator					
		REPRESENTATIVE EXAMPLES			Validator Comments		
		<ul style="list-style-type: none"> ▪ List of available support and resource personnel for staff 					
PROGRAM EXAMPLES							

I. PROGRAM ADMINISTRATION

Program Personnel

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

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING			
<p>1.2.3 Staff Qualifications</p> <p>School age child care staff responsible for the care and education of a group of children and youth, must have at least an AA degree which includes, at a minimum, 15 semester hours of approved course work in early childhood education, elementary education, child development or equivalent AND must hold a Maryland Child Care Credential of level five or higher. Preferably, lead staff has baccalaureate degrees in early childhood education, elementary education, child development or a related field AND holds a Maryland Child Care Credential of level six.</p> <p>Aides working with teachers have a Maryland Child Care Credential of level two or higher.</p>	<p>Staff members who are appropriately educated are better prepared to plan and implement quality, developmentally appropriate programs for children and youth. “What teachers know and do is the most important influence on what students learn.” *</p> <p>*What Matters Most: Teaching for America’s Future,(1996) National Commission on Teaching and America’s Future</p>	<input type="checkbox"/> Copy of college degree <input type="checkbox"/> Maryland Child Care Credential <input type="checkbox"/> Staff Development Plan for each staff	N	P	F	
		REPRESENTATIVE EXAMPLES	Program			
		<ul style="list-style-type: none"> ▪ Transcripts and teaching certificates 	Validator			
		PROGRAM EXAMPLES	Validator Comments			

I. PROGRAM ADMINISTRATION

Program Personnel

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

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING			
<p>1.2.4 Professional Support</p> <p>The program provides support to staff in order to meet their personal and professional needs.</p>	<p>Adult restroom and lounge separate from children and youth activity area are available.</p> <p>Adequate individual storage area for personal belongings in the classroom, with safety provisions if necessary, is provided.</p> <p>A conference or meeting area is designated.</p> <p>Staffing patterns are adequate to allow time for staff members to meet their personal needs and handle administrative and planning tasks.</p>	<input type="checkbox"/> Staff schedules with breaks and planning times		N	P	F
		Program				
		REPRESENTATIVE EXAMPLES	Validator			
		<ul style="list-style-type: none"> ○ Lockers/cabinets to store personal belongings ○ Staff restroom ○ Designated conference/meeting areas and/or lounge/staff room 	Validator Comments			
		PROGRAM EXAMPLES				

I. PROGRAM ADMINISTRATION

Program Continuity

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

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING		
<p>1.3.1 Curricula</p> <p>The program has a written curriculum based on the knowledge of child development.</p>	<p>The school age program is based on the developmental characteristics and needs of children and youth and helps them to reach their full potential.</p> <p>The program:</p> <ul style="list-style-type: none"> • Is aligned with state and national standards that reflect appropriate school age child care practices. • Provides for the individual needs, interests, and learning styles of all children and youth based on observations and assessments. • Facilitates communication among staff at the time of children’s transition to the next age group or program. 	<input type="checkbox"/> Evidence of one of the following resources which aligns with <i>Standards for Prekindergarten and Kindergarten</i> and/or <i>Maryland Common Core Standards</i> . <ul style="list-style-type: none"> • A comprehensive curricular resource; or • A curriculum developed by the local school system (LSS); or • An individually developed curricular resource developed by a program 	N	P	F
		Program			
		Validator			
		Validator Comments			
		PROGRAM EXAMPLES			

I. PROGRAM ADMINISTRATION

Program Continuity

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

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING			
<p>1.3.2 Programming and Activities</p> <p>The program provides developmentally appropriate activities and materials that are selected to emphasize active, hands-on learning and provide opportunities to build skills and explore individual interests.</p>	<p>The program will enable children to foster positive identity, develop social skills, and problem solve.</p> <p>Activities will encourage critical thinking, reasoning, questioning and experimentation. The activities will encompass all areas of development, including language and literacy, cognitive, physical (fine and gross motor), social and emotional, and creative.</p> <p>Materials and equipment are appropriate to the age group. The materials should also reflect the diversity and lives of the children and families served, as well as of society in general.</p> <p>Staff regularly assesses activities and materials to ensure appropriateness and effectiveness.</p>	<p><input type="checkbox"/> Developmentally appropriate curriculum/activity guides and daily plans.</p> <p><input type="checkbox"/> Developmentally appropriate materials, equipment, and activities.</p>		N	P	F
			Program			
		Validator				
		PROGRAM EXAMPLES			Validator Comments	

I. PROGRAM ADMINISTRATION

Program Continuity

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

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING			
<p>1.3.3 Transition and Continuity</p> <p>Staff from the school age child care program develops transition plans for children entering and/or moving to a new group or program that communicate children’s individual strengths and needs.</p>	<p>To ensure that children and youth are transitioned into and throughout the program, transition planning must be undertaken.</p> <p>Transition planning should address issues for all children (including children with special needs), such as:</p> <ul style="list-style-type: none"> ▪ Ensure safety during arrivals and dismissals ▪ Ways for the family to communicate the child’s health and learning needs ▪ Written or verbal communication between the program and other groups or programs to communicate strengths and needs. 	<ul style="list-style-type: none"> <input type="checkbox"/> Written plan/policy for drop off and pick up. <input type="checkbox"/> System of noting when children and youth arrive, when they leave, and with whom they leave. <input type="checkbox"/> Written plans/activities with local school to connect school staff and child care staff <input type="radio"/> Evidence that staff and families are engaged in practices to encourage children’s smooth transitions when entering and throughout the program 		N	P	F
		Program				
		Validator				
		Validator Comments				
		PROGRAM EXAMPLES				

I. PROGRAM ADMINISTRATION

Program Accountability

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

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING				
<p>1.4.1 Reporting</p> <p>The results of the self-appraisal and/or program review are kept on site and reported to the governing body of the school age child care program.</p>	<p>After conducting a self-appraisal using the <i>Standards for Implementing Quality School Age Child Care Programs</i> instrument, the results and strategies for program improvement are shared with parents, staff, governing bodies, and others as appropriate.</p>	<input type="checkbox"/> Minutes from staff, planning, and parent meetings regarding program improvement <input type="checkbox"/> Most recent inspection/monitoring report <input type="checkbox"/> Master copy of the Self-Appraisal Instrument		N	P	F	
		Program					
		Validator					
		Validator Comments					
		REPRESENTATIVE EXAMPLES					
<ul style="list-style-type: none"> ▪ Documentation that the <i>Instrument for Self-Appraisal and Validation</i> and <i>Program Improvement Plan(s)</i> were communicated to the governing body 							
PROGRAM EXAMPLES							

I. PROGRAM ADMINISTRATION

Program Accountability

1.4 The program uses the results of the ongoing evaluation of the school age child care program in planning for overall program improvement.

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING				
<p>1.4.2 Ongoing Planning</p> <p>The results of the program self-appraisal are used to plan for program improvement.</p>	<p>The program will use the results of the evaluation to develop a plan of program improvement, which includes improvement strategies, resources, persons responsible, and a timeline for implementation and completion.</p>	<input type="checkbox"/> Master copy of Self-Appraisal Instrument <input type="checkbox"/> Program Improvement Plan(s) <input type="radio"/> Evidence of ongoing program improvements		N	P	F	
		Program					
		Validator					
		Validator Comments					
		REPRESENTATIVE EXAMPLES					
<ul style="list-style-type: none"> ▪ Updated written Program Improvement Plans ▪ Program Improvement Visit Checklist 							
PROGRAM EXAMPLES							

II. PROGRAM OPERATION

Environment (School-Age)

2.1 A planned and well structured learning environment promotes active learning and full participation for children and youth.

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING			
<p>2.1.1(a) Learning Environment: Indoor</p> <p>The learning environment meets standards for safety, toxicity, construction, and cleanliness. The program must comply with the Maryland State Child Care Licensing Regulations, zoning requirements, fire, health and safety regulations.</p>	<p>Instruction is located in clean, safe, and clutter free areas. Natural light and ventilation are controlled.</p> <p>The environment is planned to avoid safety problems. Areas are free of lead-based paint. Poisonous or hazardous materials are stored in locked cabinets or out of the reach of children. All electrical outlets are covered. Bathroom facilities are clean, well lit and ventilated. Bathroom supplies (toilet paper, paper towels, soap) are easily accessible to children. Drinking water is accessible to children and youth.</p> <p>The use of alcohol, tobacco, and illegal drugs is prohibited in all spaces and related program activities.*</p> <p style="text-align: center;">*COMAR 13A.16.11</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Documentation of fire drills <input type="checkbox"/> Septic inspection certificate, if applicable <input type="radio"/> Clean <input type="radio"/> Well lighted and ventilated <input type="radio"/> Free of clutter <input type="radio"/> Appropriate storage of hazardous materials <input type="radio"/> Covered electrical outlets <input type="radio"/> Free of tobacco, alcohol, and illegal drugs <input type="radio"/> Toilets, sinks, drinking water facilities accessible, clean, in good repair, and well supplied <input type="radio"/> Separate diapering area, if applicable <input type="radio"/> Food preparation area meets standards 		N	P	F
		Program				
		Validator				
		Validator Comments				
		PROGRAM EXAMPLES				

II. PROGRAM OPERATION

Environment (School-Age)

2.1 A planned and well structured learning environment promotes active learning and full participation for children and youth.

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING		
<p>2.1.1(b) Learning Environment: Outdoor</p> <p>The learning environment meets standards for safety, toxicity, construction, and cleanliness. The program must comply with the Maryland State Child Care Licensing Regulations, zoning requirements, fire, health and safety regulations.</p>	<p>Outside play areas are free of sharp or dangerous objects, trash, animals and poisonous plants, garden sprays, alcohol, tobacco, illegal drugs, and other hazards. The area should be well drained and accessible by safe walkways or paths. If play area is near a road or unsafe area, a fence provides security.</p> <p>Equipment is appropriate for the ages and abilities of the children and youth and is well maintained. There is enough portable and stationary equipment so that children and youth have access without long waits. Equipment stimulates a variety of skills (balancing, climbing, ball play, steering, pedaling, etc.) on different levels (tricycles with and without pedals, different size balls, ramp and ladder access to climbing structures). Adaptations are made or special equipment is provided for children and youth with disabilities.</p> <p>Outdoor space has a variety of surfaces permitting different types of play and some protection from the elements. There shall be appropriate storage for materials, supplies and portable equipment intended for outdoor use.*</p> <p>*COMAR 13A.16.09</p>	<ul style="list-style-type: none"> <input type="radio"/> Clean <input type="radio"/> Well drained <input type="radio"/> Free of clutter <input type="radio"/> Appropriate storage of outside equipment <input type="radio"/> Appropriate and well maintained playground equipment <input type="radio"/> Appropriate surfaces <input type="radio"/> Shaded/covered area 	N	P	F
		Program			
		Validator			
		PROGRAM EXAMPLES			Validator Comments

II. PROGRAM OPERATION

Environment (School-Age)

2.1 A planned and well structured learning environment promotes active learning and full participation for children and youth.

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

II. PROGRAM OPERATION

Environment (School-Age)

2.1 A planned and well structured learning environment promotes active learning and full participation for children and youth.

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING			
<p>2.1.3 Organization of Space</p> <p>The learning environment reflects effective and flexible utilization of available space. Space is arranged to appropriately meet the needs of children and youth, including those with disabilities.</p>	<p>The learning environment is organized so that all children and youth, including those with disabilities, can function in a variety of group settings. It is large enough for movement without disturbing others. Noisy areas are separated from quiet areas. The learning environment facilitates the organized storage of materials and allows for accessibility, involvement, and choice. Space is provided for belongings. The classroom is arranged to facilitate positive interaction among children, youth and adults. The total room reflects the current learning activities and experiences. The teacher's desk and materials are separate from the learning environment and do not interfere with the traffic patterns of children and youth.</p>	<ul style="list-style-type: none"> ○ Organized to be child and youth centered, flexible, and accessible to all children and youth ○ Space to facilitate a variety of instructional groupings (whole group, small group, pairs, individual, learning centers) ○ Tubs, trays, bins, baskets, shelves, boxes, and other items labeled and accessible ○ Space provided for children's belongings 	N	P	F	
			Program			
			Validator			
		PROGRAM EXAMPLES			Validator Comments	

II. PROGRAM OPERATION

Environment (School-Age)

2.1 A planned and well structured learning environment promotes active learning and full participation for children and youth.

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING			
2.1.4 Multicultural Education/Diversity The learning environment reflects ongoing multicultural education and accommodates the diverse learning needs of children.	The learning environment demonstrates differentiated instruction and accommodates the areas of diversity identified in state law (ability, age, gender, ethnicity, language, race, region, religion, socioeconomic status). The learning environment provides opportunities for children and youth with various learning styles (auditory, visual, kinesthetic, and tactile) and modalities (Gardiner intelligences). Books and materials present accurate and positive images and information about people from all groups. Print displays include non-English languages or Braille, as applicable.	<ul style="list-style-type: none"> ○ Books, posters, dolls, puppets, reflecting diversity ○ Displays, clothing, music, photographs, maps, depicting cultural diversity and non-stereotypical images ○ Materials available in multiple languages, if applicable ○ Skin tone crayons, paper, and paint ○ Various modalities reflected ○ Assistive technology, if applicable ○ Wheelchair accessibility, if applicable 		N	P	F
			Program			
			Validator			
			Validator Comments			
		PROGRAM EXAMPLES				

II. PROGRAM OPERATION

Environment (School-Age)

2.1 A planned and well structured learning environment promotes active learning and full participation for children and youth.

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING			
<p>2.1.5 Instructional Materials</p> <p>Materials are appropriate and designed to facilitate integrated learning, authentic application of skills, problem solving, and creative/critical thinking skills. There is an adequate amount and variety to serve the capacity of children and youth.</p>	<p>Materials should be flexible and/or open-ended to accommodate the various skill levels and learning styles of children and youth. They promote problem-solving and creative thinking. Materials, learning centers, and bulletin boards relate to curricular themes and units of instruction. They enable children to explore concepts actively, to repeat experiences, and to demonstrate, respond to and expand on their learning. Manipulatives are used to reinforce concepts in all content areas. There are enough materials for children and youth to work simultaneously on a task. Materials should be clean, and in good condition. Games and puzzles should be complete with all pieces intact. Technology is utilized to extend learning through all areas of the curriculum and to assist teachers in meeting individual needs. All children and youth should have regular access to technology in the classroom.</p>	<ul style="list-style-type: none"> ○ Manipulative and open-ended materials ○ Safe, durable, clean materials, which may be used for a variety of purposes ○ Accommodate various modalities and intelligences ○ Reflect cultural diversity and non-stereotypical images ○ Support curriculum ○ Accommodate various developmental needs of children and youth ○ Appropriate/equitable and safe use of technology 		N	P	F
			Program			
			Validator			
		PROGRAM EXAMPLES			Validator Comments	

II. PROGRAM OPERATION

Environment (School-Age)

2.1 A planned and well structured learning environment promotes active learning and full participation for children and youth.

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING			
<p>2.1.6 Supervision of Children and Youth</p> <p>Children and youth are under adult supervision at all times. Staff is aware of where children and youth are at all times.</p>	<p>Sufficient supervision is provided to protect the health and safety of each child and youth by staff watching and positioning themselves so that all children and youth 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/youth or a small group.</p> <p>Supervision is provided with each child/youth's needs in mind and is adjusted appropriately for different ages and abilities.</p> <p>The ratio of adults to children and youth for all age groups and group sizes must meet Maryland State Child Care Licensing Regulations. A group is the number of children and youth assigned to a staff member or a team of staff members occupying an individual classroom or well-defined space. The ratio is maintained at all times including outdoor time.*</p> <p>*COMAR 13A.16.08</p>	<p><input type="checkbox"/> Staffing chart showing staff assigned to each group of children and youth</p> <p><input type="radio"/> Ratio of adults to children and youth meets or exceeds licensing regulations</p> <p><input type="radio"/> Children and youth are in view of an adult at all times</p> <p><input type="radio"/> Staff scan room when working with one child/youth or a small group</p>		N	P	F
		Program				
		Validator				
		Validator Comments				
		PROGRAM EXAMPLES				

II. PROGRAM OPERATION

School age child care programs provide children and youth access to high quality programming and activities during program hours. Quality programming and activities are essential to the healthy development of children and youth. Research shows that high quality programs are effective programs, providing children and youth with the supports they need to learn and grow. A balanced program of academic support, arts, cultural enrichment, and recreation is provided to enhance education and overall development. School age programs foster an appreciation for reading, thinking critically, and understanding others through a variety of indoor and outdoor activities, child/youth initiated choice and intentionally planned teacher directed activities.

For the purpose of this document, curriculum and instruction are defined as the programming, activities, and experiences that are deliberately planned to support learning and healthy development for all children and youth.

Curriculum & Instruction

- Fosters relationships that show caring and respect and build a sense of belonging and connection
- Provides content, activities, and projects that are engaging, challenging, relevant and meet the cognitive, social, and developmental needs of all children and youth.
- Ensures that children and youth feel physically safe and emotionally safe to engage and learn.

In order to meet the wide variety of developmental levels that exist, a wide variety of choices need to be made available. Children and youth need a balanced day, with opportunities for rigorous physical activity, outdoor time, quiet time, time with friends, time to be alone, time to reflect and time to discuss, debate, problem solve and explore. Staff may need to plan a wide variety of activities and provide new challenges and opportunities to explore.

II. PROGRAM OPERATION

Curriculum (School-Age)

2.2 The program utilizes a curriculum that supports and ensures continuity of learning and development of all children and youth.

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING				
<p>2.2.1 Literacy</p> <p>Listening/Speaking Reading Writing</p> <p>Children and youth are provided experiences and activities to enhance literacy skills in the areas of listening, speaking, reading, and writing.</p>	<p>Expressive and receptive language is the basis of communication. Research demonstrates that engaging children and youth in conversation about their learning strengthens their ability to communicate, express themselves, understand, reason, and solve problems.</p> <p>Children and youth should experience daily reading opportunities such as being read to; reading alone; and reading to others. A variety of books, magazines, etc should be provided for the age and development of each child/youth.</p> <p>Children and youth should experience daily writing opportunities. They should be engaged in meaningful and purposeful writing activities.</p> <p>Staff must ensure that children and youth are given the support needed to build literacy skills.</p>	<input type="checkbox"/> Programming and activities that provide literacy opportunities <input type="radio"/> Modeling and eliciting standard English and complete thoughts <input type="radio"/> Responding to directions effectively <input type="radio"/> Participating in teacher-directed and child initiated listening and speaking experiences <input type="radio"/> Classroom library containing books on a variety of reading levels and interest <input type="radio"/> Writing center – well stocked with a variety of writing materials <input type="radio"/> Modifications provided for children and youth with disabilities, if applicable		N	P	F	
		Program					
		Validator					
		Validator Comments					
		REPRESENTATIVE EXAMPLES					
<ul style="list-style-type: none"> ○ Participating and attending dramatic and musical presentations ○ Participating in dramatic play ○ Participating in individual and small group discussions ○ Active use of listening centers 							
PROGRAM EXAMPLES							

II. PROGRAM OPERATION

Curriculum (School-Age)						
2.2 The program utilizes a curriculum that supports and ensures continuity of learning and development of all children and youth.						
INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING			
2.2.2 Mathematics Children and youth are provided experiences and activities to enhance math skills that support their ability to solve problems, reason, and communicate and make connections.	Math skills are enhanced and supported through the use of manipulatives and real-world situations. Children and youth are encouraged to apply mathematical concepts throughout the day. Activities and materials are provided to enhance skill development in the following areas – patterns and relationships, geometry, measurement, data display and analysis, and knowledge of number and number relationships.	<ul style="list-style-type: none"> <input type="checkbox"/> Programming and activities that provide opportunities for math skill development <input type="radio"/> Hands-on activities that support mathematical concepts i.e.: counting, graphing, sorting, weighing, measuring, patterning, etc. <input type="radio"/> Materials/manipulatives that allow children and youth to explore and practice math concepts 	N	P		
		Program				
		Validator				
		REPRESENTATIVE EXAMPLES			Validator Comments	
		<ul style="list-style-type: none"> ○ Activities integrated with other content areas and centers, as appropriate ○ Manipulatives (counters, clocks, play-money, rulers, geometric shapes, scales, attribute blocks, pattern blocks, Unifix Cubes™, etc.) ○ Problem-solving strategies (graphic organizers, guessing / checking, making a table/chart, drawing a picture, seeking patterns, etc.) 				
PROGRAM EXAMPLES						

II. PROGRAM OPERATION

Curriculum (School-Age)

2.2 The program utilizes a curriculum that supports and ensures continuity of learning and development of all children and youth.

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING			
2.2.3 Science Children and youth are provided experiences and activities to enhance exploration and investigation of the life, physical, and earth/space sciences through real world applications.	Science activities are investigative and exploratory and encourage active engagement in the scientific process. Through investigations, children and youth are involved in observing, experimenting, recording, measuring, predicting, and classifying. Activities and materials are provided in the following areas: scientific inquiry, critical thinking, and applications of science, technology, history of science, earth/space science, life science, chemistry, physics, and environmental science.	<input type="checkbox"/> Programming and activities that provide opportunities for science activities <input type="radio"/> Tools and materials (scales, measuring cups, hand lenses, magnets, sand, etc.) <input type="radio"/> Realia (fossils, models, collections of natural things, etc.) <input type="radio"/> Opportunities to encourage scientific investigation		N	P	F
		REPRESENTATIVE EXAMPLES				
		<ul style="list-style-type: none"> ○ Charts of Scientific Process ○ Living things in room ○ Evidence of nature walks ○ Displayed data from investigations ○ Vocabulary lists 				
		PROGRAM EXAMPLES				
			Program			
			Validator			
			Validator Comments			

II. PROGRAM OPERATION

Curriculum (School-Age)						
2.2 The program utilizes a curriculum that supports and ensures continuity of learning and development of all children and youth.						
INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING			
2.2.4 Social Studies Children and youth are provided experiences and activities to enhance key knowledge, concepts, skills and attitudes in the areas of history, geography, economics, political science, and people of the nations and world.	Social Studies activities provide opportunities for children and youth to enhance their learning about themselves, their community and the world. Learning takes place in the context of openness and appreciation for diversity of culture, and respect for similarities and differences among people. Activities that foster citizenship skills and an understanding of the unique qualities and characteristics of others promote cooperative learning and achievement of common goals.	<ul style="list-style-type: none"> <input type="checkbox"/> Programming and activities that provide opportunities for social studies <input type="radio"/> Tools and materials (globes, maps of classroom, school, U.S., world, etc.) <input type="radio"/> Multicultural materials (i.e., posters, videos, clothing, etc.) 	N	P	F	
		Program				
		Validator				
		REPRESENTATIVE EXAMPLES			Validator Comments	
		<ul style="list-style-type: none"> ○ Variety of print materials (newspapers, magazines, books, original photographs, etc.) ○ Classroom rights and responsibilities posted 				
PROGRAM EXAMPLES						

II. PROGRAM OPERATION

Curriculum (School-Age)

2.2 The program utilizes a curriculum that supports and ensures continuity of learning and development of all children and youth.

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING			
<p>2.2.5 Fine Arts</p> <p>Children and youth are provided experiences and activities to enhance fine arts. Opportunities are provided for children and youth to create, perform, and respond to quality and culturally diverse experiences in visual art, music, theatre, and dance.</p>	<p>Children and youth are encouraged to express themselves physically and aesthetically, represent ideas and feelings, and enhance fundamental concepts and skills in the fine arts. They are able to explore and experiment with the art forms and media. Artistic creations are valued through display and dramatic presentations.</p>	<input type="checkbox"/> Programming and activities that provide opportunities for the arts <input type="radio"/> Dramatic presentations, dance and music <input type="radio"/> Children’s artistic creations, labeled with names <input type="radio"/> Utilization of various music forms i.e.: classical, folk, country, lullabies, cultural music, etc.		N	P	F
		PROGRAM EXAMPLES	Program			
			Validator			
		Validator Comments				

II. PROGRAM OPERATION

Curriculum (School-Age)

2.2 The program utilizes a curriculum that supports and ensures continuity of learning and development of all children and youth.

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING			
<p>2.2.6 Health and Wellness Education</p> <p>Children and youth are provided experiences and activities to enhance large motor, health, and wellness skills. Health and wellness education promotes development of habits that lead to healthy lifestyles. Daily opportunities for children and youth to participate in physical activities and enhance basic health and safety practices.</p>	<p>Children and youth are encouraged to enhance skills in locomotive and non-locomotive movements. They learn special movement, dance, balancing, and climbing. Cardiovascular endurance, flexibility, and muscular strength and endurance are promoted through planned movement activities that take place indoors and outdoors. Opportunities are provided to practice life skills to promote health and safety practices. Staff model appropriate health and wellness practices.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Programming and activities that provide opportunities for health and wellness education <input type="radio"/> Use of equipment that promotes large motor skills (climbers, balance beam, balls, bean bags, etc.) <input type="radio"/> Activities and games promoting movement/exercise <input type="radio"/> Health awareness materials such as body system posters/charts, process charts – washing hands, brushing teeth, etc. <input type="radio"/> Practice of healthy habits: hand-washing after bathroom and before eating, covering mouth, blowing nose, etc <input type="radio"/> Nutritional experiences: cooking, snacks <input type="radio"/> Appropriate modifications and accommodations for children with disabilities 	N	P	F	
			Program			
			Validator			
		PROGRAM EXAMPLES			Validator Comments	

II. PROGRAM OPERATION

Instruction/Enrichment (School-Age)

2.3 Curriculum is delivered through instructional strategies which support children and youth’s development, learning and attainment of skills.

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING		
<p>2.3.1 Flexible Grouping</p> <p>Instruction is delivered individually, in small groups, and in large groups. Groupings change based upon individual need, instructional decisions, and assessment data. A wide variety of activities are planned and available to children and youth. Children and youth are given choices when selecting activities. At times, teacher-directed activities are provided to enhance learning and skill development.</p>	<p>For the purposes of teacher-directed learning, children and youth are not organized into fixed ability groups or fixed group rotations. Grouping occurs for a variety of purposes such as: ability, interest, or need. There is flexibility in terms of homogeneous and heterogeneous groups. The daily schedule includes periods for large group, small group, and independent learning. Children and youth make choices by using procedures which help them to plan their activities. Children and youth plan their activities in both teacher-assigned and child-selected learning opportunities. Based on continued observation of children’s performance, teachers assign children to small groups with similar or diverse ability levels to work cooperatively on specific projects, tasks, and activities.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Lesson/Activity plans that reflect flexible grouping <input type="radio"/> Large group, small group, and one-on-one instruction with an adult <input type="radio"/> Grouping for a variety of purposes (i.e., interests, ability, needs, etc.) <input type="radio"/> Balance of teacher-directed and child - initiated groupings <input type="radio"/> Evidence of student choice in activities 	N	P	F
		REPRESENTATIVE EXAMPLES			
		<ul style="list-style-type: none"> ○ Board/chart for planning activities 			
		PROGRAM EXAMPLES			
			Program		
			Validator		
			Validator Comments		

II. PROGRAM OPERATION

Instruction (School-Age)						
2.3 Curriculum is delivered through instructional strategies which support children and youth’s development, learning and attainment of skills.						
INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING			
2.3.2 Authentic Learning Instruction integrates concepts of curriculum into developmentally appropriate practices and relates in a meaningful way to real life experiences.	Instruction is presented in the context of the child and youth’s world and related in a meaningful way to real-life experiences. Teachers facilitate learning based on children and youth’s prior experiences, documented observations, and work samples as part of their ongoing assessment of children and youth’s strengths and needs. As part of daily instruction, teachers facilitate opportunities for children and youth to investigate, apply, and extend their learning. When teachers provide home/school connections, children and youth are able to extend and apply their learning outside the classroom.	<ul style="list-style-type: none"> ○ Topics relevant to children and youth’s interests and needs ○ Hands-on learning opportunities ○ Pictures, signs, functional print, and/or literacy products developed by children and youth displayed in the room and hallways ○ Independent learning centers that include real objects and prompts reflecting diversity 		N	P	F
		Program				
		Validator				
		Validator Comments				
		PROGRAM EXAMPLES				

II. PROGRAM OPERATION

Instruction (School-Age)																
2.3 Curriculum is delivered through instructional strategies which support children and youth’s development, learning and attainment of skills.																
INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING													
<p>2.3.3 Questioning/Problem-Solving</p> <p>Children and youth are engaged in thinking, communicating, and problem-solving and encouraged to make decisions. Staff support, guide, and reinforce children and youth as they make appropriate decisions. Staff model, teach, and use positive encouragement when children and youth make inappropriate decisions. Activities act as opportunities for children and youth to learn and practice problem solving and decision making.</p>	<p>Children and youth are encouraged to think and communicate by posing and responding to different questions and situations. The ability to problem solve and make appropriate decisions are essential to being personally, socially, and academically successful. At the same time, choosing the most realistic and appropriate choice is a learned skill. Teachers pose questions that are at varied levels and open-ended, provide sufficient time for responding, refrain from interpreting responses, respond to children and youth honestly; and encourage children and youth to listen to and elaborate upon the responses of others.</p> <p>Questioning and problem solving involves higher level reasoning and critical thinking skills. One of the best ways to learn these skills is to have the opportunity to practice, observe role models that are using appropriate decision-making skills, and be reinforced for good decisions.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Programming and activities that provide opportunities for questioning and/or problem solving <input type="radio"/> Strategies that encourage higher level thinking skills such as: <ul style="list-style-type: none"> -Open-ended, higher level questions, and investigations -Think-pair-share techniques -Cooperative learning strategies -Problem solving strategies <input type="radio"/> Centers that encourage open-ended play and exploration <input type="radio"/> Teacher-facilitated learning through questioning <input type="radio"/> Balance of critical, creative, and evaluative questions <input type="radio"/> Evidence of wait-time 	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;"></td> <td style="width: 25%; text-align: center;">N</td> <td style="width: 25%; text-align: center;">P</td> <td style="width: 25%; text-align: center;">F</td> </tr> <tr> <td style="text-align: center;">Program</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">Validator</td> <td></td> <td></td> <td></td> </tr> </table>		N	P	F	Program				Validator				<p style="text-align: center;">Validator Comments</p>
	N	P	F													
Program																
Validator																
PROGRAM EXAMPLES																

II. PROGRAM OPERATION

Instruction (School-Age)

2.3 Curriculum is delivered through instructional strategies which support children and youth’s development, learning and attainment of skills.

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING			
2.3.4 Instructional Strategies Instruction is based upon children and youth’s individual needs, interests, strengths, and learning styles.	Teachers align instructional practices and curriculum planning for the purpose of enhancing each child and youth’s learning. To help children and youth enhance skills and concepts, teachers select from a range of strategies, including: asking open-ended questions, offering cues and prompts, listening attentively to responses and giving them enough time to express themselves; demonstrating skills, adding more complex materials or concepts to a learning situation, and providing opportunities for cooperative learning. Teachers provide a relaxed, supportive learning environment which enables children and youth of all backgrounds to express their needs, influence the behavior of others, solve problems, describe experiences, impart information, and demonstrate courtesy and empathy toward others.	<ul style="list-style-type: none"> ○ Programming and Activities that are: <ul style="list-style-type: none"> - Hands-on learning tasks - Cooperative learning experiences - Exploratory learning centers - Differentiated tasks - Scaffolding ○ Informal daily assessment using note-taking and observation. ○ Child/Youth-selected activities 		N	P	F
			Program			
			Validator			
		PROGRAM EXAMPLES		Validator Comments		

II. PROGRAM OPERATION

Instruction (School-Age)								
2.3 Curriculum is delivered through instructional strategies which support children and youth’s development, learning and attainment of skills.								
INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING					
2.3.5 Instructional Balance Instructional strategies promote active participation by children and youth in a balance of teacher-directed and self-selected activities.	The daily program includes periods for teacher-directed and self-selected activities. The learning environment is organized so that children and youth can function in it with a minimum of adult direction. Adults model and provide opportunities for children and youth to exhibit appropriate behaviors which include assuming responsibility for carrying out routine activities, exhibiting independence and initiative in planning their own learning, and practicing pro-social skills. Teacher-directed learning provides sufficient materials or manipulatives so that all children and youth can participate simultaneously.	<ul style="list-style-type: none"> ○ Opportunities are provided for self-selected and teacher-directed activities ○ Display of self-initiated and teacher-directed projects and books ○ Adequate materials and manipulatives accessible to children and youth 		N	P	F		
		REPRESENTATIVE EXAMPLES	<ul style="list-style-type: none"> ○ Activity planning board/chart 	PROGRAM EXAMPLES	Program			
					Validator			
					Validator Comments			

II. PROGRAM OPERATION

Instruction (School-Age)

2.3 Curriculum is delivered through instructional strategies which support children and youth’s development, learning and attainment of skills.

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING			
2.3.6 Multicultural Education/Diversity Instruction addresses and respects cultural diversity, learning styles, and other individual differences.	Instructional practices reflect the areas of diversity as identified by state law: ability, age, gender, ethnicity, language, race, religion, region and socioeconomic status. Instructional activities are planned to accommodate diverse learning styles. They recognize children and youth’s cultural identities by celebrating cultural events (e.g., Cinco de Mayo and May Day), and home cultures (e.g., food and cooking, family album, language spoken at home). The use of visuals depicts various cultures authentically. Families are involved as resource people or provide family artifacts. Instructional strategies include activities that expand awareness of gender roles (i.e., interviews with adults in non-traditional professional roles.) Materials in the classroom reflect non-stereotyped gender roles and diverse ethnic groups. Instructional materials also positively portray individuals with disabilities and persons from a wide range of economic backgrounds and of various ages.	<ul style="list-style-type: none"> ○ Staff treat children and youth with respect, acceptance, and appreciation ○ Staff recognize and relate to a child and youth’s culture and language ○ Authentic representation of cultures and people through illustrations, literature, props, photographs, music and posters ○ Materials in the classroom reflect non-stereotyped gender roles and diverse ethnic groups (e.g. skin-tone paper, crayons, books, music) ○ Instructional materials positively portray individuals with disabilities and a variety of backgrounds ○ Activities support different learning styles 		N	P	F
			Program			
			Validator			
			Validator Comments			
		PROGRAM EXAMPLES				

II. PROGRAM OPERATION

Instruction (School-Age)					
2.3 Curriculum is delivered through instructional strategies which support children and youth’s development, learning and attainment of skills.					
INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING		
<p>2.3.7 Instructional Management</p> <p>Instruction incorporates management strategies which facilitate logical, organized transitions and routines, promote positive behavior and develop healthy relationships between children, youth and adults.</p>	<p>The classroom community is organized and structured. Children and youth are aware of expectations and daily routines. Children, youth and teachers share responsibility for the classroom. The routine is maintained to establish set expectations. Sufficient time is allocated for transitions to allow children and youth to clean up and prepare for the next activity. Trays and bins for materials are clearly labeled to facilitate self-directed cleanup on the part of the children and youth.</p>	<ul style="list-style-type: none"> ○ Teacher/assistant engagement with children ○ Use of lights, verbal cues, musical cues, sign language, poetry, songs, finger plays, riddles, or thinking games to promote smooth transitions ○ Labeled containers for materials ○ Posted daily schedule ○ Behavior management strategies that result in positive learning behaviors (e.g., acknowledging positive behavior of children and youth, avoidance, ignoring, etc.) 		N	
			P		F
		Program			
		Validator			
		Validator Comments			
		REPRESENTATIVE EXAMPLES			
		<ul style="list-style-type: none"> ○ Chart of cooperative behaviors ○ Classroom rules 			
		PROGRAM EXAMPLES			

II. PROGRAM OPERATION

Instruction (School-Age)					
2.3 Curriculum is delivered through instructional strategies which support children and youth’s development, learning and attainment of skills.					
INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING		
<p>2.3.8 Social Interaction</p> <p>Instruction promotes appropriate interaction, cooperation, positive behavior, and healthy relationships.</p>	<p>Teachers model and provide opportunities for children and youth to exhibit helpful behavior; to develop and follow rules for the care and safety of themselves, others, and classroom materials; to get along with others from similar and different backgrounds; to demonstrate respect for others, and to make friends. Social conflicts among children and youth are used as learning experiences with adults helping children and youth to negotiate disagreements among themselves without solving problems for them. Teachers describe consequences of inappropriate and appropriate behavior. Teachers, children and youth generate classroom rules together and decide on appropriate consequences throughout the year.</p>	<ul style="list-style-type: none"> ○ Staff set clear, realistic and appropriate limits ○ Staff model appropriate behavior by interacting with each other in a positive, respectful manner ○ Activities that promote appropriate behavior such as: <ul style="list-style-type: none"> - Class meetings/circle time discussions - Small group interactions - Paired activities - Role playing - Small group problem solving 	N	P	
		F	Program		
		Validator			
		Validator Comments			
		REPRESENTATIVE EXAMPLES		<ul style="list-style-type: none"> ○ Participating in plays and puppet shows ○ Charts of desired behaviors 	
PROGRAM EXAMPLES					

III. HOME AND COMMUNITY PARTNERSHIPS

Partnerships

3.1 Family and community partnerships support the success of school age programs.

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING			
3.1.1 Communication with Families Expectations and information about the program are disseminated on an ongoing basis and allow for family input.	<p>Designing effective forms of communication about programs and program activities helps bridge the gap between families and programs. Effective communication provides opportunities for parents to communicate information regarding their child and youth's strengths and needs, and their expectations for their child or youth.</p> <p>Expectations for school age programs and plans for implementing them are disseminated to parents on an ongoing basis.</p> <p>Scheduling activities at times convenient for parents encourages family participation.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Registration or enrollment materials <input type="checkbox"/> Documentation of family outreach activities i.e. newsletters, flyers, etc. <input type="checkbox"/> Sign-in sheets and/or minutes for parent meetings and conferences held at convenient times for parents <input type="checkbox"/> Handbook for parents <input type="checkbox"/> Copy of program calendar <input type="checkbox"/> Materials available in native languages and alternative formats (for family members with disabilities). <input type="checkbox"/> Directory of program staff <input type="radio"/> Family communication board 		N	P	F
			Program			
			Validator			
		PROGRAM EXAMPLES			Validator Comments	

III. HOME AND COMMUNITY PARTNERSHIPS

Partnerships

3.1 Family and community partnerships support the success of school age programs.

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING			
<p>3.1.2 Supporting Child and Youth Development</p> <p>Families, community members, and staff collaborate to promote child and youth development and learning at home.</p>	<p>Programs can help bridge the gap between home and educational program by assisting families in developing home environments that support development and learning. Providing information and ideas will help families assist their children and youth at home with curricular related activities. Families also need information and data enabling them to make wise educational decisions and plan for their children and youth's futures.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Copies of newsletters containing information about child and youth development and learning <input type="checkbox"/> Agendas, sign-in sheets, and/or evaluations for workshops involving parents and/or children <input type="radio"/> Displays of brochures regarding child and youth development 		N	P	F
		Program				
		Validator				
		Validator Comments				
		PROGRAM EXAMPLES				

III. HOME AND COMMUNITY PARTNERSHIPS

Partnerships

3.1 Family and community partnerships support the success of school age programs.

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING				
<p>3.1.3 Family Participation and Involvement</p> <p>Families, community members, staff, and administrators are actively involved in program-based activities, curriculum, shared decision making, and advocacy for children and youth.</p>	<p>A comprehensive program of partnerships promotes family and community participation and involvement in the program. Members of families are encouraged to participate in the program in ways that they feel comfortable. They may take part in program activities (e.g., sharing a cultural event, telling or reading a story, tutoring, making learning materials, playing games, or assisting with the instructional program.) They may contribute to activities outside the classroom (e.g., designing or sewing costumes, working in the media center, going on a field trip). Family members might also wish to become a member of a team, responsible for making decisions about the program.</p>	<p><input type="checkbox"/> Evidence of parent/community volunteer opportunities</p> <p><input type="checkbox"/> List of members of parent advisory committee, program improvement team and/or governing board and/or evidence that parent feedback is gathered and encouraged</p>		N	P	F	
		Program					
		Validator					
		REPRESENTATIVE EXAMPLES			Validator Comments		
		<ul style="list-style-type: none"> ▪ Photos of volunteers serving as resources ▪ Policy handbook which outlines the process or influencing decisions, raising concerns, appealing decisions, and solving problems ▪ List of parent advisors 					
PROGRAM EXAMPLES							

III. HOME AND COMMUNITY PARTNERSHIPS

Partnerships

3.1 Family and community partnerships support the success of school age programs.

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING			
3.1.4 Collaborating with the Community Community resources are used to strengthen school age programs, children and youth, and families.	Programs identify and integrate resources and services from their community to strengthen programs, children and youth, and family practices. Families are provided with information regarding resources and services that may help meet their needs, when solicited and/or appropriate.	<input type="checkbox"/> Newsletters regarding community resources <input type="checkbox"/> Guides, lists or directories of community resources available to parents/programs <input type="radio"/> Staff encourage children and youth to be motivated and successful in school		N	P	F
	Programs collaborate with local schools to: <ul style="list-style-type: none"> • Develop program activities that are aligned with and complement the school curricula • Address the needs, issues, and progress of children and youth; • Facilitate communication between families and schools. 	PROGRAM EXAMPLES	Program			
			Validator			
	Validator Comments					

III. HOME AND COMMUNITY PARTNERSHIPS

Partnerships

3.1 Family and community partnerships support the success of school age programs.

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING			
<p>3.1.5 Evaluation</p> <p>Family and community members are encouraged to provide input to strengthen the school age program.</p>	<p>Programs solicit family and community knowledge regarding programming and activities and incorporate it into ongoing assessment and evaluation of the program.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Copies of completed parent and participating community organization surveys <input type="checkbox"/> Copies of evaluations of partnership activities 	N	P	F	
		Program				
		Validator				
		Validator Comments				
		REPRESENTATIVE EXAMPLES				
		<ul style="list-style-type: none"> ▪ Copies of program evaluations completed by administrators and/or outside agencies, if applicable ▪ Copies of survey results given to parent advisory committee. 				
		PROGRAM EXAMPLES				