



# **Standards for Implementing Quality Early Childhood Programs**

## **Center-based Child Care and Head Start Instrument for Self-Appraisal and Validation**

Maryland State Department of Education  
Division of Early Childhood Development  
Early Learning Branch  
200 West Baltimore Street 10<sup>th</sup> Fl

Baltimore, MD 21201  
410.767.4441(office) 410.333.6226 (fax)  
[www.mdk12.org/instruction/ensure/readiness/index.html](http://www.mdk12.org/instruction/ensure/readiness/index.html)

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## EARLY CHILDHOOD PROGRAM INFORMATION FORM

### I. BACKGROUND INFORMATION

County \_\_\_\_\_ Supervisor/Director \_\_\_\_\_  
Name of Organization \_\_\_\_\_ Support person (if applicable) \_\_\_\_\_  
Name of Program \_\_\_\_\_ Telephone \_\_\_\_\_  
Address \_\_\_\_\_ Fax \_\_\_\_\_  
\_\_\_\_\_ Hours of operation \_\_\_\_\_ AM to \_\_\_\_\_ PM

### II. PROGRAM OPERATION:

Total number of children enrolled \_\_\_\_\_

Age Range	Number of Children	Total Number of Adults	Number of Groups
Infants (birth-18 months)	_____	_____	_____
Toddlers (18 to 24 months)	_____	_____	_____
Twos (24-36 months)	_____	_____	_____
Preschoolers (3-4 years of age)	_____	_____	_____
Kindergartners (5-6 years of age)	_____	_____	_____

### III. FUNDING SOURCE FOR OPERATION OF PROGRAM (check as many as apply)

Judy P. Hoyer Early Care and Education Program  Other (Specify) \_\_\_\_\_

IV. Name of person completing this form \_\_\_\_\_ Position \_\_\_\_\_

V. Send the following as a Validation Request Packet to MSDE when requesting a

**Mail the Validation Request Packet to:**

Maryland State Department of Education  
Early Childhood Accreditation Project  
Division of Early Childhood Development  
10<sup>th</sup> Floor

**validation visit:** *Submit at least 30 days prior to the requested validation visit.*

- Cover Letter Requesting Validation Visit
- Instrument for Self-Appraisal and Validation (copy)
- Program Improvement Plan (copy)
- Copy of Program's (CBCC/HS) current License Inspection Report
- Curriculum Overview
- Daily Schedule(s)
- Directions to the Program Site

## EARLY CHILDHOOD PROGRAM INFORMATION FORM

Please provide the following information for staff involved in the validation process.

Name of Program: \_\_\_\_\_

**Type of Program:** Please check all that apply:

- Early Head Start
- Head Start
- Center-Based Childcare
- Montessori

**Age Levels:**

- Infants/Toddlers
- Two-year-olds
- Three-year-olds
- Four-year-olds
- Five-year-olds

### Self-Appraisal Team Members/Positions


Please provide the names of individuals involved in the validation process.

Name	Position (Teacher/Assistant)	Age/Grade Level
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\* Use additional paper if needed

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### Organization of the Instrument for Self-Appraisal and Accreditation/Validation





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. There are three broad **focus areas**. They are:

- I. Program Administration
- II. Program Operation
- III. Home and Community Partnerships

Within each of the three focus areas are specific **standards** which can be found at the top of each page. These standards are comprehensive statements that support the development and maintenance of high quality programs. Each standard has a number of **indicators**, which further define and measure the program standards.

The **best practices/rationale** section is located next to the indicators. Research-based best practices describe each standard indicator in detailed terms that can be documented and/or observed. The rationale for these best practices is stated in this section.

Next to the best practices/rationale is a list of **representative examples**. These representative examples will assist program staff in identifying specific program examples that meet the best practices criteria and validate that corresponding indicators have been met. Representative examples noted by an **O (bolded icon)**, **must** be observed and are used to validate that a specific indicator has been met. Representative examples noted by an O (un-bolded icon) are not required but may be observed as additional examples of quality.

Specific examples of documentation noted by a , (shaded icon), other documentation noted by a , (un-shaded icon) are additionally used to validate that a specific indicator has been met. Documentation noted with the  icon is **required** and should be organized in binders. Other documentation noted by a  is **not required** but may be placed in the binders. This documentation is made available to the pre-validator during the pre-validation visit (recommended, but not mandatory) and the validator during the validation visit. A complete list of required documentation is located in the *Guide to Self-Appraisal and Accreditation/Validation* in the appendix.

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.

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.

## Directions for Completing the Instrument for Self-Appraisal and Accreditation/Validation

### Directions for Completing the Representative Examples and Program Examples Sections

1. Programs should ✓ the icon that precedes the **representative examples** that are evident in their programs and leave blank those icons where the representative examples are not evident.
2. Programs should record any additional evidence that is specific to individual programs in the **program examples** section.

### Explanation of the Rating System

The following chart depicts the three-item rating scale for each indicator. The program (self-appraisal team) and the validator(s) observe and rate the program using the following ratings: N (Not Met), P (Partially Met), and F (Fully Met).

	N	P	F
Program			
Validator			

### Directions for Completing the Rating Chart

1. Indicators are rated:
  - **N (Not Met)** if there is insufficient, observable and/or documented evidence for the indicator.
  - **P (Partially Met)** if there is some observable and/or documented evidence for the indicator.
  - **F (Fully Met)** if there is significant observable and/or documented evidence of high quality.

Any indicators 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 by adding a check and date to the appropriate box.

## I. PROGRAM ADMINISTRATION

### Mission Statement

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

INDICATORS	BEST PRACTICES/RATIONALE	REPRESENTATIVE EXAMPLES	RATING		
<b>1.1.1 Planning</b> <b>The early childhood education program has a written philosophy/mission statement, which reflects planned use of effective early childhood</b>	The philosophy statement is an integral part of the early childhood education program’s overall mission. It refers to research and literature-based practices in early childhood education.*	<input type="checkbox"/> Written mission/policy statements of the early childhood program <input type="checkbox"/> Documentation of dissemination to staff and families	N	P	F
			<b>Program</b>		
		<b>Validator</b>			

			<b>Validator Comments</b>
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## I. PROGRAM ADMINISTRATION

<b>Mission Statement</b>															
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INDICATORS	BEST PRACTICES/RATIONALE	REPRESENTATIVE EXAMPLES	RATING												
<b>1.1.2 Staff Development</b>  <b>The early childhood education program mission/philosophy statement describes an ongoing staff development program to ensure opportunities for professional growth and development.</b>   NAEYC 10.E.11-12 NECPA p. 10-11, 50 Head Start 1304.52(k)(1-3)	The mission/policy statement reflects professional development opportunities for staff in early childhood education programs. Ongoing professional development provides continuing education and other opportunities for staff to keep abreast of the latest developments in the field, including: new programs and practices, routines, pending policy, legislation, or regulatory changes. In addition to staff training, volunteers and substitutes are adequately acquainted with the program philosophy goals, emergency health and safety procedures, child abuse and neglect reporting procedures, and expectations for ethical conduct.*  * The National Staff Development Council, <i>Standards for Staff Development</i> .	<input type="checkbox"/> Written mission/philosophy statements regarding staff development <input type="checkbox"/> Comprehensive Staff Development Plan <input type="checkbox"/> Orientation Packet for staff	<table border="1" style="width: 100%;"> <tr> <td></td> <td style="text-align: center;"><b>N</b></td> <td style="text-align: center;"><b>P</b></td> <td style="text-align: center;"><b>F</b></td> </tr> <tr> <td style="text-align: center;"><b>Program</b></td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;"><b>Validator</b></td> <td></td> <td></td> <td></td> </tr> </table>		<b>N</b>	<b>P</b>	<b>F</b>	<b>Program</b>				<b>Validator</b>			
			<b>N</b>	<b>P</b>	<b>F</b>										
		<b>Program</b>													
		<b>Validator</b>													
PROGRAM EXAMPLES	<b>Validator Comments</b>														

## I. PROGRAM ADMINISTRATION

### Mission Statement

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INDICATORS	BEST PRACTICES/RATIONALE	REPRESENTATIVE EXAMPLES	RATING			
<b>1.1.3 Implementation</b>  <b>The learning environment and activities are developmentally appropriate for children and reflect the program’s philosophy and goals.</b>	The philosophy reflects the principles of developmentally appropriate practices. It states explicitly the role of families in the early education and learning of young children, and reflects the multiple social and cultural contexts of the community.*  <i>* NAEYC. Developmentally Appropriate Practices in Early</i>	<input type="checkbox"/> Written mission/philosophy statements of the early childhood program <input type="checkbox"/> Plan for involving parents	N	P	F	
			<b>Program</b>			
			<b>Validator</b>			
		<b>PROGRAM EXAMPLES</b>		<b>Validator Comments</b>		

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# I. PROGRAM ADMINISTRATION

## Mission Statement

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

INDICATORS	BEST PRACTICES/RATIONALE	REPRESENTATIVE EXAMPLES	RATING			
<p><b>1.1.4 Evaluation</b></p> <p><b>The guidelines, yearly plan, or handbook includes the program’s annual evaluation and the process for ongoing program and staff reviews.</b></p> <p>NAEYC 4.A.02-03; 10.F.01-05 NECPA p. 51 Head Start 1304.51(i)</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"/> Guidelines, Yearly Plan, and/or Handbook <input type="checkbox"/> Copies of completed evaluation tools <input type="checkbox"/> Evaluation timeline		<b>N</b>	<b>P</b>	<b>F</b>
			<b>Program</b>			
			<b>Validator</b>			
		<b>PROGRAM EXAMPLES</b>			<b>Validator Comments</b>	



# I. PROGRAM ADMINISTRATION

<b>Program Personnel</b>								
<b>1.2 The early childhood education program is collaboratively administered, supervised, and implemented by qualified personnel.</b>								
INDICATORS	BEST PRACTICES/RATIONALE	REPRESENTATIVE EXAMPLES	RATING					
<p><b>1.2.2 Supervision</b></p> <p><b>The supervisor and/or director provide regular feedback to staff about the development and implementation of a developmentally appropriate program.</b></p> <p>NAEYC 6.B.01 NECPA p. 50 Head Start 1304.51(b)(e-f)</p>	<p>The supervisor or director promotes an open system of staff communication which supports the ongoing exchange of information among staffs, focusing on specific instructional or programmatic strategies related to the quality of services, and representing the best interests of children 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 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>	<input type="checkbox"/> Agendas for staff meetings, workshops, and seminars <input type="checkbox"/> Copies of informal and formal staff observations <input type="checkbox"/> List of available support and resource personnel for staff <input type="checkbox"/> Program evaluation report, if applicable		N	P	F		
		<b>PROGRAM EXAMPLES</b>						
			<b>Program</b>					
			<b>Validator</b>					
			<b>Validator Comments</b>					

# I. PROGRAM ADMINISTRATION

## Program Personnel

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

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





# I. PROGRAM ADMINISTRATION

## Program Continuity

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

INDICATORS	BEST PRACTICES/RATIONALE	REPRESENTATIVE EXAMPLES	RATING			
<p><b>1.3.2 Assessment and Instructional Strategies</b></p> <p><b>The program provides developmentally appropriate activities and materials that are selected to emphasize active, hands-on learning.</b></p> <p>NAEYC 2.A.05-06; 4.A.01                      NECPA p. 33-35                      Head Start 1304.21(a)(1)                      1304.21(a)(4)(ii-iv)                      1304.21(a)(5)(i-iii)</p>	<p>The program will enable children to foster positive identity, develop social skills, and problem solve. Activities will encourage critical thinking, reasoning, questioning and experimentation. The activities will encompass all areas of development, including language and literacy, cognitive, physical (fine and gross motor), social and emotional, and creative.</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"/> Curriculum guides and/or unit plans for each content area</p> <p><input type="checkbox"/> Developmentally appropriate materials, equipment, and activities</p>		N	P	F
		<b>Program</b>				
		<b>Validator</b>				
		<b>PROGRAM EXAMPLES</b>			<b>Validator Comments</b>	



## I. PROGRAM ADMINISTRATION

### Program Accountability

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

INDICATORS	BEST PRACTICES/RATIONALE	REPRESENTATIVE EXAMPLES	RATING		
<p><b>1.4.1 Reporting</b></p> <p><b>The results of the self-appraisal and/or program review are kept on site and reported to the governing body of the early childhood program.</b></p> <p>NAEYC 10.F.02 NECPA p. 33, 47 Head Start 1304.51(i)(1)</p>	<p>After conducting a self-appraisal using the <i>Standards for Implementing Quality Early Childhood Education 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"/> Documentation that the <i>Instrument for Self-Appraisal and Validation and Program Improvement Plan(s)</i> were communicated to the governing body <input type="checkbox"/> Master copy of the Self-Appraisal Instrument	N	P	F
		<b>Program</b>			
		<b>Validator</b>			
		<b>Validator Comments</b>			
		<b>PROGRAM EXAMPLES</b>			



## II. PROGRAM OPERATION

### Environment (Birth—6 years)

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

INDICATORS	BEST PRACTICES/RATIONALE	REPRESENTATIVE EXAMPLES	RATING			
<p><b>2.1.1(a) Learning Environment: Indoor</b>  <b>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.</b></p> <p>NAEYC 9.C.04-05; 9.D.01, 05-06, 09                      NECPA p. 19, 23, 41                      Head Start 1304.22(d-f)                      1304.53(a)(6-10)</p>	<p>Instruction is located in clean, safe, and clutter free areas. Natural light and ventilation are controlled.</p> <p>The environment is planned to avoid safety problems. Areas are free of lead-based paint. Poisonous or hazardous materials are stored in locked cabinets or out of the reach of children. All electrical outlets are covered.</p> <p>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.</p> <p>The use of alcohol, tobacco, and illegal drugs is prohibited in all spaces and related program activities.*</p> <p>*COMAR .55, .57, .59                      Early Childhood Environment Rating Scale-Revised (ECERS-R)                      Infants/Toddlers Environment Rating Scale (ITERS)</p>	<p><input type="checkbox"/> Documentation of fire drills</p> <p><input type="checkbox"/> Septic inspection certificate, if applicable</p> <p><input type="radio"/> Clean</p> <p><input type="radio"/> Well lighted and ventilated</p> <p><input type="radio"/> Free of clutter</p> <p><input type="radio"/> Appropriate storage of hazardous materials</p> <p><input type="radio"/> Covered electrical outlets</p> <p><input type="radio"/> Free of tobacco, alcohol, and illegal drugs</p> <p><input type="radio"/> Toilets, sinks, drinking water facilities accessible, clean, in good repair, and well supplied</p> <p><input type="radio"/> Separate diapering area, if applicable</p> <p><input type="radio"/> Food preparation area meets standards</p> <p style="text-align: center;"><b>PROGRAM EXAMPLES</b></p>	N	P	F	
			<b>Program</b>			
			<b>Validator</b>			
			<b>Validator Comments</b>			

## II. PROGRAM OPERATION

### Environment (Birth—6 years)

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

INDICATORS	BEST PRACTICES/RATIONALE	REPRESENTATIVE EXAMPLES	RATING		
<p><b>2.1.1(b) Learning Environment: Outdoor</b></p> <p><b>The learning environment meets standards for safety, toxicity, construction, and cleanliness. The program must comply with the Maryland State Child Care Licensing Regulations, zoning requirements, fire, health and safety regulations.</b></p> <p>NAEYC 9.B.01,06 NECPA p. 19, 23, 41 Head Start 1304.53(a)(1-5)(9) 1304.53(a)(10)(viii)(x)</p>	<p>Outside play areas are free of sharp or dangerous objects, trash, animals and poisonous plants, garden sprays, alcohol, tobacco, illegal drugs, and other hazards. The area 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 is well maintained. There is enough portable and stationary equipment so that children have access without long waits. Equipment stimulates a variety of skills (balancing, climbing, ball play, steering, pedaling, etc.) on different levels (tricycles with and without pedals, different size balls, ramp and ladder access to climbing structures). Adaptations are made or special equipment is provided for children with disabilities.</p> <p>Outdoor space has a variety of surfaces permitting different types of play and some protection from the elements. Portable equipment is stored in locked facility.*</p> <p>*COMAR .40, .50, .51 ECERS-R ITERS</p>	<ul style="list-style-type: none"> <li><input type="radio"/> Clean</li> <li><input type="radio"/> Well drained</li> <li><input type="radio"/> Free of clutter</li> <li><input type="radio"/> Appropriate storage of outside equipment</li> <li><input type="radio"/> Appropriate and well maintained playground equipment</li> <li><input type="radio"/> Appropriate surfaces</li> <li><input type="radio"/> Shaded/covered area</li> </ul>	N	P	F
		<b>Program</b>			
		<b>Validator</b>			
		<b>PROGRAM EXAMPLES</b>			<b>Validator Comments</b>

## II. PROGRAM OPERATION

### Environment (Birth—6 years)

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

INDICATORS	BEST PRACTICES/RATIONALE	REPRESENTATIVE EXAMPLES	RATING		
<p><b>2.1.2 Furniture and Equipment</b></p> <p><b>Furniture and equipment meet standards for safety, size, durability, toxicity, construction, and cleanliness.</b></p> <p>NAEYC 9.A.01, 03, 10; 5.C.01 NECPA p. 24-25, 27, 32, 36, 41 Head Start 1304.21(a)(1) 1304.21(a)(5-6) 1304.53(a)(10)(viii)(xiv) (xvi)</p> <p>*ECERS-R ITERS</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. 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 with special needs. Technological equipment appropriate to the development of children is placed so that it can be safely accessed.</p> <p>Toilets and sinks are easily accessible to children.</p> <p>Any flammable or potentially dangerous materials and medications are accessible only to authorized personnel and inaccessible to children.*</p>	<ul style="list-style-type: none"> <li>○ Free of paint chips and splinters</li> <li>○ Surfaces cleaned regularly with locally approved, nontoxic, soap/solution</li> <li>○ Durable and designed to support children’s needs</li> <li>○ Appropriate height and size</li> <li>○ Developmentally appropriate soft areas provided</li> <li>○ Technological equipment is safely placed and accessible to children</li> </ul>	N	P	F
		<b>Program</b>			
		<b>Validator</b>			
		<b>Validator Comments</b>			
		<b>PROGRAM EXAMPLES</b>			



## II. PROGRAM OPERATION

### Environment (Birth—6 years)

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INDICATORS	BEST PRACTICES/RATIONALE	REPRESENTATIVE EXAMPLES	RATING		
<p><b>2.1.4 Multicultural Education/Diversity</b></p> <p><b>The learning environment reflects ongoing multicultural education and accommodates the diverse learning needs of children.</b></p> <p>NAEYC 2.A.08; 9.A.03, 09, 12, 13                      NECPA p. 33-37, 51                      Head Start 1304.21(a)(1)(i-iii)                      1304.21(a)(3)(E)                      1304.21(c)(i)                      1304.53(b)(1)(ii-iii)</p>	<p>The learning environment demonstrates differentiated instruction and accommodates the areas of diversity identified in state law (ability, age, gender, ethnicity, language, race, region, religion, socioeconomic status). The learning environment provides opportunities for children with various learning styles (auditory, visual, kinesthetic, and tactile) and modalities (Gardiner intelligences). Books and materials present accurate and positive images and information about people from all groups. Print displays include non-English languages or Braille, as applicable.*</p> <p>*COMAR                      ECERS-R                      ITERS</p>	<ul style="list-style-type: none"> <li>○ Books, posters, dolls, puppets, reflecting diversity</li> <li>○ Displays, clothing, music, photographs, maps, depicting cultural diversity and non-stereotypical images</li> <li>○ Materials available in multiple languages, if applicable</li> <li>○ Skin tone crayons, paper, and paint</li> <li>○ Various modalities reflected</li> <li>○ Assistive technology, if applicable</li> <li>○ Wheelchair accessibility, if applicable</li> </ul>	N	P	F
		<b>Program</b>			
		<b>Validator</b>			
		<b>Validator Comments</b>			
		<b>PROGRAM EXAMPLES</b>			

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

INDICATORS	BEST PRACTICES/RATIONALE	REPRESENTATIVE EXAMPLES	RATING		
<p><b>2.1.5 Instructional Materials</b></p> <p><b>Materials are appropriate and designed to facilitate integrated learning, authentic application of skills, problem solving, and creative/critical thinking skills.</b></p> <p>NAEYC 2.A.09; 9.A.04, 08, 12, 13 2.H.02-03 NECPA p. 33-35 Head Start 1304.21(a)(1)(4-6) 1304.53(b)(1)(i-vii)</p>	<p>Materials should be flexible and/or open-ended to accommodate the various skill levels and learning styles of children. They promote problem-solving and creative thinking. Materials, learning centers, and bulletin boards relate to curricular themes and units of instruction. They enable children to explore concepts actively, to repeat experiences, and to demonstrate, respond to and expand on their learning. Manipulatives are used to reinforce concepts in all content areas. There are enough materials for children to work simultaneously on a task. Materials should be clean, and in good condition. Games and puzzles should be complete with all pieces intact. Technology is utilized to extend learning through all areas of the curriculum and to assist teachers in meeting individual needs. All children should have regular access to technology in the classroom or lab.</p>	<ul style="list-style-type: none"> <li>○ Manipulative and open-ended materials</li> <li>○ Safe, durable, clean materials, which may be used for a variety of purposes</li> <li>○ Accommodate various modalities and intelligences</li> <li>○ Reflect cultural diversity and non-stereotypical images</li> <li>○ Support curriculum</li> <li>○ Accommodate various physical needs of students</li> <li>○ Appropriate/equitable and safe use of technology</li> </ul>	N	P	F
		<b>Program</b>			
		<b>Validator</b>			
		<b>Validator Comments</b>			
		<b>PROGRAM EXAMPLES</b>			

## II. PROGRAM OPERATION

### Environment (Birth—6 years)

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

INDICATORS	BEST PRACTICES/RATIONALE	REPRESENTATIVE EXAMPLES	RATING			
<p><b>2.1.6 Supervision of Children</b></p> <p><b>Children are under adult supervision at all times.</b></p> <p>NAEYC 3.C.01; 9.A.05; 10.B.12 NECPA p. 29-30 Head Start 1304.52(g)(4) 1306.32</p>	<p>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.</p> <p>Supervision is provided with each child’s needs in mind and is adjusted appropriately for different ages and abilities.</p> <p>The ratio of adults to children for all age groups and group sizes must meet Maryland State Child Care Licensing Regulations. Groups of children may be age-determined or multi-age. A group is the number of children assigned to a staff member or a team of staff members occupying an individual classroom or well-defined space. The ratio is maintained at all times including outdoor time.*</p> <p>*COMAR ECERS-R ITERS</p>	<ul style="list-style-type: none"> <li>○ Ratio of adults to children meets or exceeds licensing regulations</li> <li>○ Children in view of adult at all times</li> <li>○ Staff scan room when working with one child or a small group</li> </ul>	N	P	F	
			<b>Program</b>			
			<b>Validator</b>			
		<b>PROGRAM EXAMPLES</b>			<b>Validator Comments</b>	

## II. PROGRAM OPERATION

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

**2.2. (I/T) The early childhood program has research-based care and learning opportunities that support each child’s development and follows the *Guidelines for Healthy Child Development and Care for Young Children*.**

INDICATORS	BEST PRACTICES/RATIONALE	REPRESENTATIVE EXAMPLES	RATING		
<p><b>2.2.1 (I/T) Routine Care</b></p> <p><b>Staff utilizes routine care procedures that support children’s needs for physical movement, sensory stimulation, fresh air, rest, and nourishment.</b></p> <p>NAEYC 3.A.03; 3.B.02-03; 3.D.02; 5.A.08, 11, 14; 5.B.02, 12; 5.C.03                      NECPA p.31-32                      Head Start 1304.53 (a) (xiv) (xvii) (vii,2,3) Facilities, materials and equipment                      1304.23 (a) (3) (4iv,v) (vii,5)                      (7e,1,2) Child Nutrition</p>	<p>Children’s care is individualized so that each child may progress toward increasing levels of autonomy. Children’s nutritional well-being is ensured by serving food that is nutritional and appropriate for the age and that has been stored properly. Infants are fed when they seem hungry, and if unable to sit, are held as they eat. Diapers/pull-ups are changed when wet or soiled in a separate area that meets health and licensing standards. Infants are placed on their backs (unless otherwise notified by a doctor in writing) in safe and appropriate sleeping facilities. As children grow they will develop the ability to turn over on their own. Soft items such as pillows, toys, and blankets must not be placed in cribs of very young infants. The following sanitary procedures are to be implemented while providing care to young children: washing hands before and after diapering and before preparing food, labeling children’s personal belongings (e.g., pacifiers, bottles) and washing bedding and toys that are mouthed by children.*</p> <p><i>*NAEYC Early Childhood Program Standards and Accreditation Criteria</i></p>	<p><input type="checkbox"/> Documentation of routine care</p> <p><input type="radio"/> Nutritional food provided</p> <p><input type="radio"/> Food appropriately refrigerated/stored</p> <p><input type="radio"/> Bottles and pacifiers labeled</p> <p><input type="radio"/> Sanitary diapering area</p> <p><input type="radio"/> Children clean and dry</p> <p><input type="radio"/> Children sleeping and resting appropriately</p> <p><input type="radio"/> Care is provided in a responsive, supportive, and comforting manner</p>	N	P	F
		<b>Program</b>			
		<b>Validator</b>			
		<b>Validator Comments</b>			
		<b>PROGRAM EXAMPLES</b>			

## II. PROGRAM OPERATION

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

**2.2. (I/T) The early childhood program has research-based care and learning opportunities that support each child’s development and follows the *Guidelines for Healthy Child Development and Care for Young Children*.**

INDICATORS	BEST PRACTICES/RATIONALE	REPRESENTATIVE EXAMPLES	RATING		
<p><b>2.2.1 (I/T) Social/Emotional Security</b></p> <p><b>Staff helps infants and toddlers develop positive and secure relationships by interacting frequently with them, showing affection, interest, and respect.</b></p> <p>NAEYC 1.B.01-03, 05; 2.B.01; 1.C.01.03;1.D.05 NECPA p.34 Head Start 1304.21 (a)(4) (iii) 1304.21(b)(1)(ii) 1304.21 (b) (2) (ii)</p>	<p>The social and emotional development of infants and toddlers is based upon their relationship with consistent staff.</p> <p>Responsibility for a small number of children is assigned to one primary caregiver so that a staff member gets to know a few children very well and varies an interactive style that meets the needs of the infants and toddlers and their families.</p> <p>A safe and secure environment promotes positive relationships with adults. A consistent, responsive, nurturing primary care staff is crucial to infants’ and toddlers’ feelings of security within relationships and within the environment. Staff has appropriate social/emotional expectations for infants and toddlers. Staff members model positive social interaction and reinforce children’s positive interaction with others.</p> <p><i>*NAEYC. Developmentally Appropriate Practice in Early Childhood Programs (1997)</i></p> <p><i>Infants/Toddlers Environment Rating Scale (ITERS)</i></p>	<p><input type="checkbox"/> Documentation of routine care</p> <p><input type="radio"/> Transition plans used to promote Continuity of care</p> <p><input type="radio"/> Positive facial expressions and gestures</p> <p><input type="radio"/> Bottles and pacifiers labeled</p> <p><input type="radio"/> Touching and holding</p> <p><input type="radio"/> The needs of infants and toddlers are provided by primary care givers</p>	N	P	F
		<b>Program</b>			
		<b>Validator</b>			
		<b>PROGRAM EXAMPLES</b>			<b>Validator Comments</b>

## II. PROGRAM OPERATION

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

**2.2. (I/T) The early childhood program has research-based care and learning opportunities that support each child’s development and follows the *Guidelines for Healthy Child Development and Care for Young Children*.**

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

## II. PROGRAM OPERATION

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

**2.2. (I/T) The early childhood program has research-based care and learning opportunities that support each child’s development and follows the *Guidelines for Healthy Child Development and Care for Young Children*.**

INDICATORS	BEST PRACTICES/RATIONALE	REPRESENTATIVE EXAMPLES	RATING		
<p><b>2.2.4 (I/T) Communication Skills</b></p> <p><b>Staff supports emerging communication skills by providing daily opportunities for children to interact with others and express themselves freely.</b></p> <p>NAEYC 2.D.03-04; 2.E.01-02; 3.E.07,09; 9.A.04 NECPA p. 34, 36 Head Start 1304.21(a)(4)(i) 1304.21(a)(4)(iii) 1304.21(b)(2)(ii)</p>	<p>Staff provides opportunities for infants and toddlers to observe and practice communication skills by imitating the behaviors of others. Staff members talk to children during play and routine activities, maintaining eye contact with the children. They repeat what children say, adding words and ideas when appropriate. However, they maintain a balance between listening and talking.</p> <p>Staff encourages language development by engaging infants and toddlers in a variety of language activities using songs, finger plays, stories, books, puppets, and games.*</p> <p><i>*ITERS</i></p>	<ul style="list-style-type: none"> <li>○ Conversation encouraged as children’s needs are met</li> <li>○ Songs, stories, books, and games used to encourage language development</li> <li>○ Infant sounds repeated</li> <li>○ Descriptive language and behaviors used</li> <li>○ Nonverbal interactions, positive facial expressions, gestures, touching, holding, and positive body language used</li> <li>○ Two way conversation encouraged</li> </ul>	N	P	F
		<b>Program</b>			
		<b>Validator</b>			
		<b>Validator Comments</b>			
		<b>PROGRAM EXAMPLES</b>			

## II. PROGRAM OPERATION

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

**2.2. (I/T) The early childhood program has research-based care and learning opportunities that support each child’s development and follows the *Guidelines for Healthy Child Development and Care for Young Children*.**

INDICATORS	BEST PRACTICES/RATIONALE	REPRESENTATIVE EXAMPLES	RATING			
<p><b>2.2.5 (I/T) Gross Motor Development</b></p> <p><b>Staff supports the development of gross motor skills such as grasping, pulling, pushing, crawling, walking, and climbing.</b></p> <p>NAEYC 2.C.01; 5.C.06; 9.A.04 NECPA p. 34 Head Start 1304.21(b)(3)(i-ii)</p> <p><i>*ITERS</i></p>	<p>A comprehensive program for infants and toddlers encourages play and active exploration to support the development of gross motor skills and enhance self-confidence, independence, and autonomy. It allows infants to self-initiate motor development such as rolling, sitting, and walking at their own pace. The program provides space for crawling on a variety of surfaces and low sturdy furniture for children to pull themselves up with or to hold on to while walking. These surfaces should be kept clean. The program also provides padded and safe play structures for exploration, and surfaces that are appropriately cushioned.</p> <p>A convenient outdoor area where infants and toddlers are separated from older children is available for daily use.</p> <p>Materials and equipment used daily indoor or outdoor stimulate a variety of large muscle skills (crawling, walking, balancing, climbing, ball play).*</p>	<ul style="list-style-type: none"> <li>○ Indoor and outdoor equipment encourages gross motor development</li> <li>○ Low sturdy equipment</li> <li>○ Safe and padded play structures</li> <li>○ Blocks</li> <li>○ Safe surfaces for crawling, rolling, and walking</li> <li>○ Shoes worn outdoors removed or covered</li> </ul>	N	P	F	
			<b>Program</b>			
			<b>Validator</b>			
		<b>PROGRAM EXAMPLES</b>			<b>Validator Comments</b>	

## II. PROGRAM OPERATION

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

**2.2. (I/T) The early childhood program has research-based care and learning opportunities that support each child’s development and follows the *Guidelines for Healthy Child Development and Care for Young Children*.**

INDICATORS	BEST PRACTICES/RATIONALE	REPRESENTATIVE EXAMPLES	RATING			
<p><b>2.2.6 (I/T) Fine Motor Development</b></p> <p>Staff supports the development of fine motor skills that encourage the control and specialized motions, using eyes, mouth, hands, and feet.</p> <p>NAEYC 2.C.02-03; 9.A.04 NECPA p. 34 Head Start 1304.21(b)(1)(iii) 1304.21(b)(3)(ii)</p>	<p>Staff provides opportunities for infants and toddlers to practice the coordination of specialized motions (e.g., grasping, reaching, pulling up, using hands, stacking, releasing objects, feeding self finger foods, using a spoon, and handling a cup or bottle). A variety of age-appropriate materials of different types, color, size, shape, and texture are available for daily use. Toddlers have access to objects for carrying, such as balls or baskets, as well as simple puzzles, nesting toys, stacking toys, and pop-beads.*</p> <p style="text-align: center;">*ITERS</p>	<ul style="list-style-type: none"> <li>○ Opportunities to grasp, reach, pull, push, stack, and/or release objects</li> <li>○ Feed self with fingers or spoon</li> <li>○ Containers to carry small objects</li> <li>○ Simple puzzles</li> <li>○ Stacking and nesting toys</li> <li>○ Blocks</li> </ul>		N	P	F
		<b>Program</b>				
		<b>Validator</b>				
		<b>Validator Comments</b>				
		<b>PROGRAM EXAMPLES</b>				

## II. PROGRAM OPERATION

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

**2.2. (I/T) The early childhood program has research-based care and learning opportunities that support each child’s development and follows the *Guidelines for Healthy Child Development and Care for Young Children*.**

INDICATORS	BEST PRACTICES/RATIONALE	REPRESENTATIVE EXAMPLES	RATING			
<p><b>2.2.7 (I/T) Fine Arts</b></p> <p><b>The program provides opportunities for children to be exposed to and to explore the visual and performing arts.</b></p> <p>NAEYC 1.B.04; 2.J.01-03, 05 NECPA p.34 Head Start 1304.21(a)(4)(ii) 1304.21(b)(1)(iii)</p>	<p>Fine arts experiences should be adapted to the developmental level of children this age. The program should recognize the child’s active role in learning and offer opportunities for children to construct and elaborate meaning. This includes supporting exploration of visual media (e.g., crayons, glue, paint, clay, watercolors, chalk); participating in musical activities (e.g., listening to a variety of types of songs and instruments); and engaging in rhythmic activities (e.g., singing; dancing, and using musical instruments). It also includes stimulating imagination through drama and other language-rich experiences, as well as engaging in dialogues to learn about others, to enhance communication skills, and to expand vocabulary. The staff should demonstrate appreciation of each child’s self-expression in a variety of ways such as displaying artwork, and/or audio taping performances. Materials provided should represent a variety of cultures.</p>	<ul style="list-style-type: none"> <li>○ Opportunities to listen to many types of music</li> <li>○ Opportunities to engage in music/song and art activities</li> <li>○ Props and materials for imaginary play</li> <li>○ Exploration of visual media</li> </ul>	N	P	F	
			<b>Program</b>			
			<b>Validator</b>			
		<b>PROGRAM EXAMPLES</b>			<b>Validator Comments</b>	

## II. PROGRAM OPERATION

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

**2.2. (I/T) The early childhood program has research-based care and learning opportunities that support each child’s development and follows the *Guidelines for Healthy Child Development and Care for Young Children*.**

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

## II. PROGRAM OPERATION

### Curriculum (3 to 6 years)

**2.2** The early childhood program utilizes a curriculum that supports each child’s development. The curriculum is aligned with the *MMSR Framework and Standards for Prekindergarten and Kindergarten/VSC* and/or *Guidelines for Healthy Child Development and Care for Young Children*.

INDICATORS	BEST PRACTICES/RATIONALE	REPRESENTATIVE EXAMPLES	RATING		
<p><b>2.2.1 Goals and Learning Outcomes</b></p> <p><b>The curriculum goals support learning outcomes for the content areas/domains of personal and social development, listening, speaking, reading, writing, mathematics, science, social studies, fine arts, health, and physical education.</b></p> <p>NAEYC 2.A.03, 10 NECPA p.33 Head Start 13004.21(c)(1)</p>	<p>Curriculum goals and learning outcomes are age-appropriate for children and focus on student learning styles. The goals should align with the <i>MMSR Framework and Standards for Prekindergarten and Kindergarten</i> and/or <i>Guidelines for Healthy Child Development and Care for Young Children</i>. (<a href="http://www.mdk12.org/instruction">www.mdk12.org/instruction</a>)</p>	<input type="checkbox"/> Evidence of implementation of one of the following: ___ a state recommended curriculum ___ a local education board (LEA) Curriculum ___ a curriculum developed by the program and approved by MSDE	N	P	F
		<b>Program</b>			
		<b>Validator</b>			
		<b>PROGRAM EXAMPLES</b>			<b>Validator Comments</b>

## II. PROGRAM OPERATION

### Curriculum (3 to 6 years)

**2.2 The early childhood program utilizes a curriculum that supports each child’s development. The curriculum is aligned with the *MMSR Framework and Standards for Prekindergarten and Kindergarten/VSC* and/or *Guidelines for Healthy Child Development and Care for Young Children*.**

INDICATORS	BEST PRACTICES/RATIONALE	REPRESENTATIVE EXAMPLES	RATING			
<b>2.2.2 Content</b>  <b>The curriculum content is integrated and includes concepts for all areas, while being appropriate for the age and level of development of each child.</b>	Curriculum is interdisciplinary, enabling children to understand concepts and make connections across disciplines. Although integration is valuable, it is even more appropriate that concepts and skills follow logical sequences, allowing for depth and focus. Not all learning experiences will relate to a theme.* The content is appropriate for the developmental characteristics of young children and their mode of learning. It should be based on their experiences. Themes and projects may be developed to provide hands-on learning experiences that are meaningful to children. Children should engage individually and cooperatively in activities. The content should align with the <i>MMSR Framework and Standards for Prekindergarten and Kindergarten and Care for Young Children</i> . *Joint position statement of NAEYC and NCTM for Early Childhood Mathematics (April 2002)	<input type="checkbox"/> Curricular guides and/or unit plans for each content area	N	P	F	
		<b>Program</b>				
		<b>PROGRAM EXAMPLES</b>	<b>Validator</b>			
		<b>Validator Comments</b>				

## II. PROGRAM OPERATION

### **Curriculum (3 to 6 years)**

**2.2** The early childhood program utilizes a curriculum that supports each child's development. The curriculum is aligned with the *MMSR Framework and Standards for Prekindergarten and Kindergarten/VSC* and/or *Guidelines for Healthy Child Development and Care for Young Children*.

#### **2.2.3 Language Arts**

The language arts program is an integration of listening, speaking, reading and writing. The components of the early learning language arts program are integrated and interwoven throughout all the content areas. Children have daily opportunities for guided instruction and application of these communication skills.

## II. PROGRAM OPERATION

### Curriculum (3 to 6 years)

**2.2 The early childhood program utilizes a curriculum that supports each child’s development. The curriculum is aligned with the MMSR Framework and Standards for Prekindergarten and Kindergarten/VSC and/or Guidelines for Healthy Child Development and Care for Young Children.**

	BEST PRACTICES/RATIONALE	REPRESENTATIVE EXAMPLES	RATING		
<p><b>2.2.3(a) Listening/Speaking</b></p> <p><b>Children are provided with learning experiences that develop effective listening and speaking skills, enabling them to increase the development of oral language in a variety of contexts.</b></p> <p>NAEYC 2.D.01-04, 07; 3.F.04-05 Head Start 1304.21 (a)(4)(iii) 1304.21(b)(2)(ii)</p>	<p>Expressive and receptive language is the basis of communication. Research demonstrates that engaging children in conversation about their learning strengthens children’s ability to communicate, express themselves, understand, reason, and solve problems. Children need multiple opportunities to hear language, to develop, and expand vocabulary. English language learners are supported in speaking their home language while learning English. Through a variety of activities in large and small groups, students develop confidence in their abilities to express their needs, choices, feelings, and points of view.*</p> <p style="text-align: center;">* NAEYC. <i>Developmentally Appropriate Practices in Early Childhood Programs.</i> (1997)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Daily schedules and plans identifying listening/speaking experiences</li> <li><input type="radio"/> Modeling and eliciting standard English and complete thoughts</li> <li><input type="radio"/> Participating in dramatic play</li> <li><input type="radio"/> Participating in individual and small group discussions</li> <li><input type="radio"/> Responding to one to three step directions effectively</li> <li><input type="radio"/> Active use of listening centers</li> <li><input type="radio"/> Listening and responding to daily read-alouds</li> <li><input type="radio"/> Participating in teacher-directed and child initiated listening and speaking experiences</li> <li><input type="radio"/> Participating and attending dramatic and musical presentations</li> </ul>	<b>N</b>	<b>P</b>	<b>F</b>
		<b>Program</b>			
		<b>Validator</b>			
		<b>Validator Comments</b>			
		<b>PROGRAM EXAMPLES</b>			

## II. PROGRAM OPERATION

### Curriculum (3 to 6 years)

**2.2 The early childhood program utilizes curriculum that supports each child’s development. The curriculum is aligned with the *MMSR Framework and Standards for Prekindergarten and Kindergarte/VSC* and/or *Guidelines for Healthy Child Development and Care for Young Children*.**

INDICATORS	BEST PRACTICES/RATIONALE	REPRESENTATIVE EXAMPLES	RATING			
<p><b>2.2.3(b) Reading</b>  <b>Learning experiences in the reading processes are provided for children.</b>  <b>For three and four year olds, these processes include:</b></p> <ul style="list-style-type: none"> <li>▪ Oral language</li> <li>▪ Phonological awareness</li> <li>▪ Print awareness</li> <li>▪ Alphabetic knowledge</li> </ul> <p><b>Additional reading processes for five and six year olds include:</b></p> <ul style="list-style-type: none"> <li>▪ Phonemic awareness</li> <li>▪ Phonics</li> <li>▪ Fluency</li> <li>▪ Vocabulary</li> <li>▪ Comprehension</li> </ul> <p>NAEYC 2.E.03-04, 06, 09, 10                      NECPA p.34, 36                      Head Start 1304.21(a)(4)(i)                      1304.21(c)(1)(ii)</p>	<p>The reading program for three and four year olds consists of many opportunities to participate in activities that promote development in the areas of oral language (vocabulary, expressive language, listening comprehension), phonological awareness (rhyming, blending, segmenting), print awareness and alphabetic knowledge. This is accomplished through intentional teaching and explicit, systematic instruction delivered in a manner that builds from basic to more complex concepts and skills. The classroom environment should immerse children in stimulating and useful forms of language and print. Children should experience daily reading opportunities such as being read to from fiction and nonfiction books and participating in charted songs, finger plays, rhymes and poems. Effective practices include teacher directed and child-initiated activities.</p> <p>The reading program for five and six year olds consists of the above experiences as well as opportunities to participate in activities in the areas of phonemic awareness, phonics, fluency, vocabulary and comprehension. Instruction should be delivered in total group, small group and individually, as appropriate for the needs of the children.</p>	<p><input type="checkbox"/> Daily schedules and plans identifying reading experiences</p> <p><input type="radio"/> Modeling and implementing age appropriate reading strategies, such as:</p> <ul style="list-style-type: none"> <li>• Learning new vocabulary through conversation and instruction</li> <li>• Matching sounds/rhymes in familiar words, games, songs, stories, and poems</li> <li>• Using letters to make words and words to make sentences</li> <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> <li>• Retelling stories</li> </ul> <p><input type="radio"/> Classroom libraries containing 2-3 books per child and child generated books</p> <p><input type="radio"/> Picture/word walls</p>	N	P	F	
			<b>Program</b>			
			<b>Validator</b>			
			<b>Validator Comments</b>			
		<b>PROGRAM EXAMPLES</b>				

## II. PROGRAM OPERATION

### Curriculum (3 to 6 years)

**2.3 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/VSC* and/or *Guidelines for Healthy Child Development and Care for Young Children*.**

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

## II. PROGRAM OPERATION

### Curriculum (3 to 6 years)

**2.2** The early childhood program utilizes curriculum that supports each child’s development. The curriculum is aligned with the *MMSR Framework and Standards for Prekindergarten and Kindergarten/VSC* and/or *Guidelines for Healthy Child Development and Care for Young Children*.

INDICATORS	BEST PRACTICES/RATIONALE	REPRESENTATIVE EXAMPLES	RATING			
<p><b>2.2.4 Mathematics</b></p> <p><b>The curriculum includes mathematics content and process outcomes that support children’s ability to solve problems, reason, and communicate and make connections. Activities are integrated with other content areas when appropriate.</b></p> <p>NAEYC 2.F.02-13 NECPA p.34 Head Start 1304.21(a)(4)(iv) 1304.21(c)(1)(ii)</p>	<p>Mathematics concepts are introduced sequentially and supported through the use of manipulatives and real-world situations. Children are encouraged to apply mathematical concepts throughout the day. Curriculum is aligned with the <i>MMSR Framework and Standards for Prekindergarten and/or Kindergarten/VSC</i> in the following areas: patterns and relationships, geometry, measurement, data display and analysis, and knowledge of number and number relationships.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Daily schedules and plans identifying mathematics experiences</li> <li><input type="radio"/> Hands-on activities (counting, graphing, sorting, weighing, measuring, patterning, etc.)</li> <li><input type="radio"/> Activities integrated with other content areas and centers, as appropriate</li> <li><input type="radio"/> Manipulatives (counters, clocks, play money, rulers, geometric shapes, scales, attribute blocks, pattern blocks, unifix cubes™, etc.)</li> <li><input type="radio"/> Use of mathematical vocabulary throughout the day</li> <li><input type="radio"/> Problem-solving strategies (graphic organizers, guessing and checking, making a table/chart, drawing a picture, looking for a pattern, etc.)</li> <li><input type="radio"/> Mathematical concepts (time, space, etc.) integrated into music and movement</li> </ul>		N	P	F
		<b>Program</b>				
		<b>Validator</b>				
		<b>Validator Comments</b>				
		<b>PROGRAM EXAMPLES</b>				

## II. PROGRAM OPERATION

### Curriculum (3 to 6 years)

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INDICATORS	BEST PRACTICES/RATIONALE	REPRESENTATIVE EXAMPLES	RATING			
<p><b>2.2.5 Science</b></p> <p><b>The curriculum emphasizes exploration and investigation of the life, physical, and earth/space sciences through real world applications.</b></p> <p>NAEYC 2.G.02-08 NECPA p.34 Head Start 1304.21(c)(1)(ii)</p>	<p>Science activities are investigative and exploratory and encourage every child’s active engagement in the scientific process. Through investigations, students are involved in observing, experimenting, recording, measuring, predicting, and classifying. Lessons are formatted to follow <i>The 5-E Model</i> (Engagement, Exploration, Explanation, Extension, Elaboration, and Evaluation).</p> <p>Other curricular areas are integrated into science thematic units.</p> <p>Curriculum is to be aligned with the <i>MMSR Framework and Standards in Prekindergarten</i> and/or <i>Kindergarten/VSC</i> in the following outcome areas: scientific inquiry, critical thinking, and applications of science, technology, history of science, earth/space science, life science, chemistry, physics, and environmental science.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Yearly schedule for implementing science thematic units</li> <li><input type="checkbox"/> Copies of integrated science units</li> <li><input type="checkbox"/> Daily schedules and plans for science</li> <li><input type="radio"/> Tools and materials (scales, measuring cups, hand lenses, magnets, sand, etc.)</li> <li><input type="radio"/> Realia (fossils, models, collections of natural things, etc.)</li> <li><input type="radio"/> Vocabulary lists</li> <li><input type="radio"/> A learning station to encourage scientific investigation</li> <li><input type="radio"/> Charts of Scientific Process</li> <li><input type="radio"/> Living things in room</li> <li><input type="radio"/> Evidence of nature walks</li> <li><input type="radio"/> Displayed data from investigations</li> </ul>	N	P	F	
			<b>Program</b>			
			<b>Validator</b>			
		<b>PROGRAM EXAMPLES</b>			<b>Validator Comments</b>	

## II. PROGRAM OPERATION

### Curriculum (3 to 6 years)

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INDICATORS	BEST PRACTICES/RATIONALE	REPRESENTATIVE EXAMPLES	RATING			
<p><b>2.2.6 Social Studies</b></p> <p><b>The curriculum focuses on key knowledge, concepts, skills and attitudes in the areas of history, geography, economics, political science, and peoples of the nations and world.</b></p> <p>NAEYC 2.L.01-11 NECPA p.34 Head Start 1304.21(c)(1)(iv-vi)</p>	<p>Social Studies program focuses on opportunities for students to learn about themselves, their community and the world. Learning takes place in the context of openness and appreciation for diversity of culture, and respect for similarities and differences among people. Activities that foster citizenship skills and an understanding of the unique qualities and characteristics of others promote cooperative learning and achievement of common goals.*</p> <p>The social studies curriculum is in alignment with the <i>MMSR Framework and Standards for Prekindergarten and/or Kindergarten/VSC</i>, which includes age appropriate indicators for the social studies content areas (e.g., An indicator for political science is “Generate and follow classroom rules”).</p> <p>*NAEYC. <i>Developmentally Appropriate Practices in Early Childhood (1997)</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Yearly schedule for implementing social studies thematic units</li> <li><input type="checkbox"/> Copies of integrated social studies units</li> <li><input type="checkbox"/> Daily schedules and plans for social studies</li> <li><input type="radio"/> Multicultural materials (i.e., posters, videos, clothing, etc.)</li> <li><input type="radio"/> Tools and materials (globes, maps of classroom, school, U.S., world, etc.)</li> <li><input type="radio"/> Variety of print materials ( newspapers, magazines, books, original photographs, etc.)</li> <li><input type="radio"/> Classroom rights and responsibilities posted</li> <li><input type="radio"/> Realia and artifacts</li> <li><input type="radio"/> Vocabulary lists</li> <li><input type="radio"/> Evidence of resource persons observed</li> </ul>	N	P	F	
			<b>Program</b>			
			<b>Validator</b>			
			<b>Validator Comments</b>			
		<b>PROGRAM EXAMPLES</b>				

## II. PROGRAM OPERATION

### Curriculum (3 to 6 years)

**2.2** The early childhood program utilizes curriculum that supports each child’s development. The curriculum is aligned with the *MMSR Framework and Standards for Prekindergarten and Kindergarten/VSC* and/or *Guidelines for Healthy Child Development and Care for Young Children*.

INDICATORS	BEST PRACTICES/RATIONALE	REPRESENTATIVE EXAMPLES	RATING			
<p><b>2.2.7 Fine Arts</b></p> <p><b>Fine arts curriculum provides regular opportunities for children to create, perform, and respond to quality and culturally diverse experiences in visual art, music, theatre, and dance.</b></p> <p>NAEYC 2.J.01, 04-07 NECPA p.34 Head Start 1304.21(a)(4)(ii) 1304.21(b)(1)(iii)</p>	<p>Children are encouraged to express themselves physically and aesthetically, represent ideas and feelings, and acquire fundamental concepts and skills in the fine arts. Staff works with resource persons to help children explore and experiment with the art forms and media as well as integrate the arts into the curriculum. Children’s artistic creations are valued through display and dramatic presentations.*</p> <p><i>*NAEYC. Developmentally Appropriate Practices in Early Childhood Programs(1997)</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Schedule and plans reflecting the arts</li> <li><input type="radio"/> Dramatic presentations, dance and music</li> <li><input type="radio"/> Children’s two and three dimensional creative work, labeled with names</li> <li><input type="radio"/> Utilization of various music forms (classical, folk, country, lullabies, cultural music, etc.)</li> <li><input type="radio"/> Fine arts integrated into the curriculum areas</li> </ul>		N	P	F
		<b>Program</b>				
		<b>Validator</b>				
		<b>Validator Comments</b>				
<b>PROGRAM EXAMPLES</b>						

## II. PROGRAM OPERATION

### Curriculum (3 to 6 years)

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INDICATORS	BEST PRACTICES/RATIONALE	REPRESENTATIVE EXAMPLES	RATING		
<p><b>2.2.8 Physical Education</b></p> <p><b>Physical education promotes development of healthy lifestyles through daily opportunities for children to develop motor skills and participate in an exercise/physical activity program.</b></p> <p>NAEYC 2.C.04; 3.F.02 NECPA p.34 Head Start 1304.21(a)(5)(i-ii) 1304.21(a)(6) 1304.21(b)(3)(i-ii)</p>	<p>Children develop and refine skills in locomotive and non-locomotive movements. They learn special movement, dance, basic manipulation of materials, balancing, and climbing. Cardiovascular endurance, flexibility, and muscular strength and endurance are promoted through planned movement activities that take place indoors and outdoors. Staff and resource persons communicate regarding child development and integration into the content areas.*</p> <p><i>*NAEYC. Developmentally Appropriate Practices in Early Childhood Programs(1997)</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Schedule and plans reflecting physical education</li> <li><input type="radio"/> Use of equipment that promotes motor skills (climbers, balance beam, balls, bean bags, etc.)</li> <li><input type="radio"/> Movement and dances related to curriculum areas</li> <li><input type="radio"/> Activities and games promoting movement skills</li> <li><input type="radio"/> Appropriate modifications and accommodations for children with disabilities</li> </ul>	N	P	F
		<b>Program</b>			
		<b>Validator</b>			
		<b>Validator Comments</b>			
		<b>PROGRAM EXAMPLES</b>			

## II. PROGRAM OPERATION

### Curriculum (3 to 6 years)

**2.2** The early childhood program utilizes curriculum that supports each child’s development. The curriculum is aligned with the *MMSR Framework and Standards for Prekindergarten and Kindergarten/VSC* and/or *Guidelines for Healthy Child Development and Care for Young Children*.

INDICATORS	BEST PRACTICES/RATIONALE	REPRESENTATIVE EXAMPLES	RATING			
<p><b>2.2.9 Health Education</b></p> <p><b>The curriculum provides an awareness of basic health and safety education practices and models sound health/safety skills. Health and safety practices are incorporated daily at school.</b></p> <p>NAEYC 2.K.01-05; 3.A.03; 3.D.01; 3.F.02 NECPA p.34 Head Start 1304.21(c)(1)(iii)</p>	<p>Health education programs focus on providing concepts that promote individual student awareness of body system functions and practice of life skills to promote health and safety practices. Curriculum focuses on information that is presented in authentic life situations.*</p> <p><i>*NAEYC. Developmentally Appropriate Practices in Early Childhood Programs(1997)</i></p>	<p><input type="checkbox"/> Daily schedule reflecting health related activities (outdoor play, lunch, rest time, etc.)</p> <p><input type="checkbox"/> Practice of healthy habits (hand-washing after bathroom and before eating, covering mouth, blowing nose, etc.)</p> <p><input type="checkbox"/> Health awareness materials such as:</p> <ul style="list-style-type: none"> <li>• Body system awareness posters/charts</li> <li>• Models (skeleton, eye, ear, etc.)</li> <li>• Nutrition information (food pyramid, nutrition pamphlets, posters, etc.)</li> <li>• Danger awareness (poisons, drugs, strangers)</li> <li>• Variety of print materials (posters, charts, books, etc.)</li> </ul> <p><input type="checkbox"/> Exercise equipment (climbers, balls, tricycles, etc.)</p> <p><input type="checkbox"/> Nutritional experiences-cooking, snacks</p> <p><input type="checkbox"/> Outdoor play, weather permitting</p>	N	P	F	
			<b>Program</b>			
			<b>Validator</b>			
			<b>Validator Comments</b>			
		<b>PROGRAM EXAMPLES</b>				

## II. PROGRAM OPERATION

### Instruction (3 to 6 years)

**2.3 Curriculum is delivered through instructional strategies which support each student’s development and attainment of the *MMSR Framework and Standards for Prekindergarten and Kindergarten/VSC* and/or *Guidelines for Healthy Child Development and Care for Young Children*.**

INDICATORS	BEST PRACTICES/RATIONALE	REPRESENTATIVE EXAMPLES	RATING		
<p><b>2.3.1 Flexible Grouping</b></p> <p><b>Instruction is delivered individually, in small groups, and in large groups. Groupings change based upon individual need, instructional decisions, and assessment data.</b></p> <p>NAEYC 3,D.03, 10-11; 3.E.04, 08 NECPA p.34, 36 Head Start 1304.21(c)(1)(i)(vii)</p>	<p>For the purposes of teacher-directed learning, children are not organized into fixed ability groups or fixed group rotations. Grouping occurs for a variety of purposes such as: ability, interest, or need. There is flexibility in terms of homogeneous and heterogeneous groups. The daily schedule includes periods for large group, small group, and independent learning. Children make choices by using procedures which help them to plan their activities. Teachers maintain a record system (e.g., weekly learning center chart) to ensure variety in each child’s choice. Children plan their activities in both teacher-assigned and child-selected learning opportunities. Based on continued observation of children’s performance, teachers assign children to small groups with similar or diverse ability levels to work cooperatively on specific projects, tasks, and activities.</p> <p><i>*NAEYC. Dev. Appropriate Practice in Early Childhood Programs (1997)</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Lesson plans that reflect flexible grouping</li> <li><input checked="" type="radio"/> Large group, small group, and one-on-one instruction with an adult</li> <li><input checked="" type="radio"/> Grouping for a variety of purposes,(i.e., interests, ability, needs, etc.)</li> <li><input checked="" type="radio"/> Balance of teacher-directed and child - initiated groupings</li> <li><input checked="" type="radio"/> Evidence of student choice in planning activities</li> <li><input checked="" type="radio"/> Board/chart for planning activities</li> </ul>	N	P	F
		<b>Program</b>			
		<b>Validator</b>			
		<b>Validator Comments</b>			
		<b>PROGRAM EXAMPLES</b>			

## II. PROGRAM OPERATION

### Instruction (3 to 6 years)

**2.3 Curriculum is delivered through instructional strategies which support each student’s development and attainment of the *MMSR Framework and Standards for Prekindergarten and Kindergarten/VSC* and/or *Guidelines for Child Healthy Development and Care for Young Children*.**

INDICATORS	BEST PRACTICES/RATIONALE	REPRESENTATIVE EXAMPLES	RATING			
<p><b>2.3.2 Authentic Learning</b></p> <p><b>Instruction integrates concepts of curriculum into developmentally appropriate practices and relates in a meaningful way to children’s real life experiences.</b></p> <p>NAEYC 3.E.03; 3.G.07-08, 13-14 NECPA p. 37 Head Start 1304.53(b)(1)(ii)</p>	<p>Instruction is presented in the context of the child’s world and related in a meaningful way to real-life experiences. Teachers facilitate learning based on children’s prior experiences, documented observations, and work samples as part of their ongoing assessment of children’s strengths and needs. As part of daily instruction, teachers facilitate opportunities for children to investigate, apply, and extend their learning. When teachers provide home/school connections, children are able to extend and apply their learning outside the classroom. The planning process includes alignment with curricular objectives across content areas.*</p> <p><i>*NAEYC. Developmentally Appropriate Practice in Early Childhood Programs (1997)</i></p>	<ul style="list-style-type: none"> <li>○ Topics relevant to young children’s interests and needs</li> <li>○ Hands-on learning opportunities</li> <li>○ Classroom activities that reflect students’ prior experiences</li> <li>○ Pictures, signs, functional print, and/or literacy products developed by children displayed in the room and the school’s hallways</li> <li>○ Independent learning centers that include real objects and prompts reflecting diversity</li> </ul>	N	P	F	
			<b>Program</b>			
			<b>Validator</b>			
		<b>PROGRAM EXAMPLES</b>			<b>Validator Comments</b>	

## II. PROGRAM OPERATION

### Instruction (3 to 6 years)

**2.3 Curriculum is delivered through instructional strategies which support each student’s development and attainment of the *MMSR Framework and Standards for Prekindergarten and Kindergarten/VSC* and/or *Guidelines for Healthy Child Development and Care for Young Children*.**

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

## II. PROGRAM OPERATION

### Instruction (3 to 6 years)

**2.3 Curriculum is delivered through instructional strategies which support each student’s development and attainment of the *MMSR Framework and Standards for Prekindergarten and Kindergarten/VSC* and/or *Guidelines for Healthy Child Development and Care for Young Children*.**

INDICATORS	BEST PRACTICES/RATIONALE	REPRESENTATIVE EXAMPLES	RATING			
<p><b>2.3.4 Independent Learning Exploration</b></p> <p><b>Independent learning provides opportunities for children to explore, experiment, question, investigate, and problem-solve. Children take responsibility for their learning.</b></p> <p>NAEYC 3.D.03, 08; 3.G.09-10 NECPA p.35, 41 Head Start 1304.53(a)(1)(3) 1304.53(b)(1)(iii-v)</p>	<p>Materials that encourage open-ended thinking and active participation are an integral part of daily application and follow-up of learning. Teachers facilitate learning based on the understanding of each child’s developmental strengths and needs and use independent learning opportunities to observe and record children’s performance. Independent learning is an integral part of each day. It can be fostered through student interest, curriculum content, classroom interest, or community needs. This is a dynamic process between the teacher and the student with the teacher being the facilitator and the student becoming the investigator.</p>	<input type="checkbox"/> Samples of children’s journals, projects <input checked="" type="radio"/> Exploratory centers accessible to all students <input checked="" type="radio"/> Adequate equipment, manipulatives, and materials accessible to students <input checked="" type="radio"/> Students engaged in independent learning activities <input checked="" type="radio"/> Student utilization of authentic objects and prompts	N	P	F	
		<b>Program</b>				
		<b>Validator</b>				
		<b>Validator Comments</b>				
		<b>PROGRAM EXAMPLES</b>				

## II. PROGRAM OPERATION

### Instruction (3 to 6 years)

**2.3 Curriculum is delivered through instructional strategies which support each student’s development and attainment of the *MMSR Framework and Standards for Prekindergarten and Kindergarten/VSC* and/or *Guidelines for Healthy Child Development and Care for Young Children*.**

INDICATORS	BEST PRACTICES/RATIONALE	REPRESENTATIVE EXAMPLES	RATING		
<p><b>2.3.5 Instructional Strategies</b></p> <p><b>Instruction is based upon children’s individual needs, interests, strengths, and learning styles.</b></p> <p>NAEYC 3.G.01-03, 08,12 NECPA p.35 Head Start 1304.21(c)(1)(i)</p>	<p>Teachers align instructional practices, curriculum, and assessment methods for the purpose of facilitating each child’s learning. To help children acquire new skills and concepts, teachers select from a range of strategies, including: asking open-ended questions, offering cues and prompts, listening attentively to children’s responses and giving them enough time to express themselves; demonstrating skills, adding more complex materials or concepts to a learning situation, and providing opportunities for cooperative learning. Teachers provide a relaxed, supportive learning environment which enables children of all backgrounds to express their needs, influence the behavior of others, solve problems, describe experiences, impart information, and demonstrate courtesy and empathy toward others.</p>	<p><b>O</b> Activities that meet children’s needs</p> <ul style="list-style-type: none"> <li>• Hands-on learning tasks</li> <li>• Cooperative learning experiences</li> <li>• Exploratory learning centers</li> <li>• Differentiated tasks</li> <li>• Scaffolding</li> </ul> <p><b>O</b> Informal daily assessment</p> <p><b>O</b> Child-selected activities</p>	N	P	F
		<b>Program</b>			
		<b>Validator</b>			
		<b>Validator Comments</b>			
		<b>PROGRAM EXAMPLES</b>			

## II. PROGRAM OPERATION

### Instruction (3 to 6 years)

**2.3 Curriculum is delivered through instructional strategies which support each student’s development and attainment of the *MMSR Framework and Standards for Prekindergarten and Kindergarten/VSC* and/or *Guidelines for Healthy Child Development and Care for Young Children*.**

INDICATORS	BEST PRACTICES/RATIONALE	REPRESENTATIVE EXAMPLES	RATING		
<p><b>2.3.6 Instructional Balance</b></p> <p><b>Instructional strategies promote active participation by children in a balance of teacher-directed and child-selected activities.</b></p> <p>NAEYC 3.G.05, 13 NECPA p.34-36 Head Start 1304.21(a)(1)(iv) 1304.21(c)(1)(vii)(2)</p>	<p>The daily program includes periods for teacher-directed and child-selected activities. The learning environment is organized so that children can function in it with a minimum of adult direction. Adults model and provide opportunities for children to exhibit age-appropriate behaviors which include assuming responsibility for carrying out routine activities, exhibiting independence and initiative in planning their own learning, and practicing pro-social skills. Teacher-directed learning provides sufficient materials or manipulatives so that all children can participate simultaneously. Teacher-directed learning addresses children’s needs and interests in all developmental areas. According to research, the amount of teacher support is dependent upon the approach. The level of teacher support changes based upon learner need. The goal is to create independent, lifelong learners.</p> <p><i>Standards for Quality Elementary and Middle Schools, K-5<sup>th</sup> Grade Revised Edition</i></p>	<ul style="list-style-type: none"> <li>○ Children’s involvement in self-selected and teacher-directed activities</li> <li>○ Display of child-initiated and teacher-directed projects and books</li> <li>○ Activity planning board/chart</li> <li>○ Adequate materials and manipulatives accessible to students</li> </ul>	N	P	F
		<b>Program</b>			
		<b>Validator</b>			
		<b>PROGRAM EXAMPLES</b>			<b>Validator Comments</b>

## II. PROGRAM OPERATION

### Instruction (3 to 6 years)

**2.3 Curriculum is delivered through instructional strategies which support each student’s development and attainment of the *MMSR Framework and Standards for Prekindergarten and Kindergarten/VSC* and/or *Guidelines for Healthy Child Development and Care for Young Children*.**

INDICATORS	BEST PRACTICES/RATIONALE	REPRESENTATIVE EXAMPLES	RATING			
<p><b>2.3.7 Multicultural Education/Diversity</b></p> <p><b>Instruction addresses and respects cultural diversity, learning styles, and other individual differences.</b></p> <p>NAEYC 3.B.01-02, 04; 3.F.03; 8.B.01 NECPA p.33, 34, 51 Head Start 1304.21(a)(1)(iii) 1304.21(a)(5)(iii) 1304.21(b)(1)(i) 1304.53(b)(1)(ii-iii)</p>	<p>Instructional practices reflect the areas of diversity as identified by state law: ability, age, gender, ethnicity, language, race, religion, region and socioeconomic status. Instructional activities are planned to accommodate diverse learning styles. They recognize children’s cultural identities by celebrating cultural events (e.g., Cinco de Mayo and May Day), and home cultures (e.g., food and cooking, family album, language spoken at home). The use of visuals depict 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.*</p> <p><i>*NAEYC. Developmentally Appropriate Practices in Early Childhood(1997)</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Photos of family members serving as resource speakers or providing family artifacts</li> <li><input checked="" type="radio"/> Authentic representation of cultures and people through illustrations, literature, props, photographs, music and posters</li> <li><input checked="" type="radio"/> Materials in the classroom reflect non-stereotyped gender roles and diverse ethnic groups (e.g. skin-tone paper, crayons, books, music)</li> <li><input checked="" type="radio"/> Instructional materials positively portray individuals with disabilities and a variety of backgrounds</li> <li><input checked="" type="radio"/> Activities support different learning styles</li> </ul>	N	P	F	
			<b>Program</b>			
			<b>Validator</b>			
		<b>PROGRAM EXAMPLES</b>			<b>Validator Comments</b>	

## II. PROGRAM OPERATION

### Instruction (3 to 6 years)

**2.3 Curriculum is delivered through instructional strategies which support each student’s development and attainment of the *MMSR Framework and Standards for Prekindergarten and Kindergarten/VSC* and/or *Guidelines for Healthy Child Development and Care for Young Children*.**

INDICATORS	BEST PRACTICES/RATIONALE	REPRESENTATIVE EXAMPLES	RATING			
<p><b>2.3.8 Instructional Management</b></p> <p><b>Instruction incorporates management strategies which facilitate logical, organized transitions and routines, and promote positive student behavior.</b></p> <p>NAEYC 3.A.05,07; 3.D.09 NECPA p.14-15, 29, 36, 37 Head Start 1304.21(a)(3)(ii) 1304.40(h) 1304.41(c)(1)</p>	<p>The classroom community is organized and structured. The students are aware of expectations and daily routines. Students and teachers share responsibility for the classroom. Minimal amounts of time are spent getting ready, sitting, and listening. Music, poetry, finger plays, riddles, hand signs, overhead lights, and other forms of language and thinking games or cues are used to eliminate wait time during transitions. The daily routine is maintained to establish set expectations. Sufficient time is allocated for transitions to allow children to clean up and prepare for the next activity. Trays and bins for materials are clearly labeled to facilitate self-directed cleanup on the part of the children.*</p> <p><i>*Standards for Quality Elementary and Middle Schools, K-5<sup>th</sup> Grade</i></p>	<ul style="list-style-type: none"> <li>○ Teacher/assistant collaboration and involvement with students</li> <li>○ Use of lights, verbal cues, musical cues, sign language, poetry, songs, finger plays, riddles, and thinking games to promote smooth transitions</li> <li>○ Labeled trays and bins for materials</li> <li>○ Daily agendas, activity planning boards/charts, grouping charts for classroom activities, helpers chart</li> <li>○ Behavior management strategies that result in positive learning behaviors (e.g., acknowledging positive behavior of students, avoidance, ignoring, etc.)</li> <li>○ Chart of cooperative behaviors</li> </ul>		N	P	F
		<b>Program</b>				
		<b>Validator</b>				
		<b>Validator Comments</b>				
<b>PROGRAM EXAMPLES</b>						



## II. PROGRAM OPERATION

### Assessment (3 to 6 years)

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

INDICATORS	BEST PRACTICES/RATIONALE	REPRESENTATIVE EXAMPLES	RATING			
<p><b>2.4.1 Multiple Assessment Methods</b></p> <p><b>Multiple assessment methods are used to identify students' strengths, needs, interests, and progress. Information about areas of students' development and progress is systematically collected and documented throughout the school year.</b></p> <p>NAEYC 4.A.01; 4.B.01-03, 05; 4.C.02; 4.E.01 NECPA p.33 Head Start 1304.21(c)(2) 1304.51(g)</p>	<p>Teachers implement a systematic method of assessing children's developmental progress by using documentation of children's learning, developmental guidelines, and checklists. Techniques such as running records, anecdotal records, checklists, or collection of work samples are used to gain information about each child's interests, strengths, and needs. Teachers solicit parents' knowledge about students' learning and developmental progress and incorporate this information into ongoing assessment and evaluation strategies. All of these provide the basis for making instructional decisions.</p> <p>Attention is given to assessing progress of English language learners and other children with linguistic differences. There is evidence of classroom assessment accommodations for students with disabilities.</p> <p>Developmental guidelines and checklists are aligned with the curriculum and instructional practices to support <i>MMSR Framework and Standards for Prekindergarten and Kindergarten/VSC</i>. Opportunities for students to engage in integrated performance- based assessments are provided.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Work Sampling System or similar assessment system</li> <li><input type="checkbox"/> Portfolios containing                             <ul style="list-style-type: none"> <li>• Checklists</li> <li>• Anecdotal records</li> <li>• Work samples</li> </ul> </li> <li><input type="checkbox"/> Evidence of differentiated assessments                             <ul style="list-style-type: none"> <li><input type="checkbox"/> Self-assessments</li> <li><input type="checkbox"/> Developmental screenings</li> <li><input type="checkbox"/> Performance tasks assessing application of knowledge</li> <li><input type="checkbox"/> Additional assessment instruments (DIBELS, running records, etc.)</li> </ul> </li> </ul>	N	P	F	
			<b>Program</b>			
			<b>Validator</b>			
		<b>PROGRAM EXAMPLES</b>			<b>Validator Comments</b>	



## II. PROGRAM OPERATION

### Assessment (3 to 6 years)

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

INDICATORS	BEST PRACTICES/RATIONALE	REPRESENTATIVE EXAMPLES	RATING			
<p><b>2.4.3 Communication of Assessment Information</b></p> <p><b>Assessment information is communicated with children and parents or guardians on a regular, ongoing basis.</b></p>           <p>NAEYC 4.E.01-02; 7.B.02,04; 7.C.01, 03                      NECPA p.33                      Head Start 1304.20(c)(1-2)                      1304.21(a)(2)(i-ii)                      1304.21(b)(3)                      1304.51(c)(1-2)</p>	<p>Teachers maintain ongoing communication about their children’s progress through a variety of means. Specific feedback about children’s learning and development is communicated on a regular basis in terms that parents can understand. Information elicited from families about each child’s interests and experiences at home is considered in program planning and implementation. Children’s progress is reported in comparison to their previous performance. Parents are given general information about age-related expectations. Progress is also communicated in conferences that are scheduled at mutually convenient times. Parents are always involved in the review and evaluation of a child’s progress and in determining the child’s individual program. Accommodations are made to communicate with non-English speaking parents or parents with special needs.*</p> <p><i>* NAEYC. Developmentally Appropriate Practices in Early Childhood(1997)</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Progress reports/report cards</li> <li><input type="checkbox"/> Conference schedules</li> <li><input type="checkbox"/> Communication logs</li> <li><input type="checkbox"/> Assessment results, anecdotal notes, portfolios</li> <li><input type="checkbox"/> Log of home visits</li> </ul>		N	P	F
		<b>Program</b>				
		<b>Validator</b>				
		<b>PROGRAM EXAMPLES</b>			<b>Validator Comments</b>	

## II. PROGRAM OPERATION

### Assessment (3 to 6 years)

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

INDICATORS	BEST PRACTICES/RATIONALE	REPRESENTATIVE EXAMPLES	RATING		
<p><b>2.4.4 Articulation</b></p> <p><b>Assessment data is shared with parents and relevant staff in order to collaborate and communicate about progress and plans for instruction. Information regarding instructional status is shared within the grade, between grades, between programs, and with parents.</b></p> <p>NAEYC 4.E.03; 7.C.06-07; 10.B.14 NECPA p.33 Head Start 1304.20(f)(2)(iii) 1304.21(a)(2)(ii) 1304.41(c)(1)(iii)</p>	<p>Articulation meetings usually occur at the end of the school year to discuss each child’s progress and plan for future learning. Ideally parent(s), the current teacher, the receiving teacher, and the child would participate. Work samples or portfolios are shared and maintained.</p> <p>Teachers may arrange for students to visit subsequent grades or programs at the end of the school year. Parents are informed of differences in curriculum and instructional programs between grades and programs. A written articulation process is documented.</p>	<input type="checkbox"/> Notes from articulation meetings and/or copy of completed articulation plans <input type="checkbox"/> Progress reports/report cards <input type="checkbox"/> Communication logs <input type="checkbox"/> Notes from parent conferences	N	P	F
		<b>Program</b>			
		<b>Validator</b>			
		<b>PROGRAM EXAMPLES</b>			<b>Validator Comments</b>

### III. HOME AND COMMUNITY PARTNERSHIPS

#### Partnerships (Birth—6 years)

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

INDICATORS	BEST PRACTICES/RATIONALE	REPRESENTATIVE EXAMPLES	RATING			
<p><b>3.1.1 Communication with Families</b></p> <p><b>Expectations and information about early learning programs are disseminated on an ongoing basis and allow for family input.</b></p> <p>NAEYC 7.A.06-09; 7.B.01-02, 06 NECPA p.39 Head Start 1304.21(a)(2)(i) 1304.40(a)(1) 1304.40(e)(5)</p>	<p>Designing effective forms of communication about programs and program activities helps bridge the gap between families and programs. Effective communication provides opportunities for parents to communicate information regarding their children’s strengths and needs, and their expectations for their child.</p> <p>Expectations for early learning programs and plans for implementing them are disseminated to parents on an ongoing basis.</p> <p>Scheduling activities at times convenient for parents encourages family participation.</p> <p><i>*School/Family/Community Partnerships</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Registration materials</li> <li><input type="checkbox"/> Documentation of family outreach activities—log of telephone calls, copies of newsletters, dissemination of program goals and plan, special event flyers</li> <li><input type="checkbox"/> Sign-in sheets and/or minutes for parent meetings and conferences held at convenient times for parents</li> <li><input type="checkbox"/> Handbook for parents</li> <li><input type="checkbox"/> Copy of program calendar</li> <li><input type="checkbox"/> Materials available in native languages and alternative formats (for family members with disabilities).</li> <li><input type="checkbox"/> Directory of program staff</li> <li><input type="checkbox"/> Log of home visits</li> <li><input checked="" type="checkbox"/> Family communication board</li> </ul>		<b>N</b>	<b>P</b>	<b>F</b>
			<b>Program</b>			
			<b>Validator</b>			
		<b>PROGRAM EXAMPLES</b>			<b>Validator Comments</b>	



### III. HOME AND COMMUNITY PARTNERSHIPS

#### Partnerships (Birth—6 years)

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

INDICATORS	BEST PRACTICES/RATIONALE	REPRESENTATIVE EXAMPLES	RATING			
<p><b>3.1.3 Family Participation and Involvement</b></p> <p><b>Families, community members, staff, and administrators are actively involved in program-based activities, curriculum, shared decision making, and advocacy for children.</b></p> <p>NAEYC 7.A.07, 12-14; 8.B.01-05 Head Start 1304.21(a)(2)(i) 1304.40(a)(4-5) 1304.40(d)(2-3)</p>	<p>A comprehensive program of partnerships promotes family and community participation and involvement in the educational program. Members of families are encouraged to participate in the program in ways that they feel comfortable. They may take part in classroom activities (e.g., sharing a cultural event, telling or reading a story, tutoring, making learning materials, playing games, or assisting with the instructional program.) They may contribute to activities outside the classroom (e.g., designing or sewing costumes, working in the media center, going on a field trip). Family members might also wish to become a member of a team, responsible for making decisions about the program.</p> <p><i>*Developmentally Appropriate Practice in Early Childhood Programs, NAEYC</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Schedule of parent or community volunteers</li> <li><input type="checkbox"/> Agendas for volunteer orientation and trainings</li> <li><input type="checkbox"/> List of members of parent advisory committee, program improvement team and/or governing board</li> <li><input type="checkbox"/> Photos of volunteers serving as resources</li> <li><input type="checkbox"/> Policy handbook which outlines the process for influencing decisions, raising concerns, appealing decisions, and solving problems</li> <li><input type="checkbox"/> Agendas for trainings provided for parents, community, and staff in collaborative partnerships</li> </ul>	N	P	F	
			<b>Program</b>			
			<b>Validator</b>			
		<b>PROGRAM EXAMPLES</b>			<b>Validator Comments</b>	





**CLASSROOM LEARNING MATERIALS CHECKLIST  
FOR INFANT AND TODDLER'S  
Indicator 2.1.5: Instructional Materials**

**DIRECTIONS**

Place a check next to the learning materials that are available to children throughout the course of the year. Use this checklist to identify materials/supplies that need to be gradually obtained for use in the program. This list is not intended to be all-inclusive nor should programs feel that they should have all of these materials. A strong representation from each category will meet the indicator. Materials that are modified or adapted should be available to support access by children with special learning needs or disabilities. All materials should be used under close supervision of adults.

**Books**

- Books (vinyl, cloth, board, touchy feely; with pictures of people of varying races, ages, and abilities, animals, familiar objects, familiar routines, patterns, wordless, numbers, and nursery rhymes)
- Book storage and display (book rack, labeled book tubs)
- Low shelf for organizing materials
- Labeled storage containers
- Pictures and props that accompany books or themes
- Carpet, rug, or carpet squares
- Soft seating
- Audio-visual materials (story tapes, tape player, CDs, CD player)
- Flannel board and felt story characters and settings
- Puppets
- Pictures/photos of infants and young children
- Other: \_\_\_\_\_

**Construction**

- Wooden, plastic, vinyl or cardboard blocks
- Play animals and people
- Large and small vehicles
- Traffic and other functional signs
- Other: \_\_\_\_\_

### Discovery (Sand/Water)

- \_\_\_ Tubs for water, sand, or other materials
- \_\_\_ Various size of buckets, containers, and funnels
- \_\_\_ Measuring cups and spoons
- \_\_\_ Small basters
- \_\_\_ Small boats
- \_\_\_ Objects that sink and float
- \_\_\_ Sieves, strainers, and containers with holes
- \_\_\_ Rotary beater
- \_\_\_ Sand letter molds
- \_\_\_ Shovels and scoops
- \_\_\_ Small vehicles
- \_\_\_ Other: \_\_\_\_\_

### Music

- \_\_\_ Audio-visual materials (tape/CD player, tapes and CDs reflecting a variety of music; e.g. classical, popular, cultural music, and story tapes and songs)
- \_\_\_ Rattles, chime toys, music boxes
- \_\_\_ Rhythm instruments
- \_\_\_ Keyboard/piano toys
- \_\_\_ Other: \_\_\_\_\_

### Nature/Science

- \_\_\_ Discovery boxes
- \_\_\_ Magnifiers
- \_\_\_ Mirrors
- \_\_\_ Big magnets and accessories
- \_\_\_ Sorting trays
- \_\_\_ Terrariums/aquariums
- \_\_\_ Butterfly gardens
- \_\_\_ Growth charts
- \_\_\_ Other: \_\_\_\_\_

### Fine Motor/Math

- \_\_\_ Rattles
- \_\_\_ Shape sorters
- \_\_\_ Block sets (small sized)
- \_\_\_ Stacking rings
- \_\_\_ Stacking boxes
- \_\_\_ Puzzles
- \_\_\_ Pegs and pegboards
- \_\_\_ Large duplo™ blocks
- \_\_\_ Lacing shapes
- \_\_\_ Lotto
- \_\_\_ Pattern cards
- \_\_\_ Large beads and strings
- \_\_\_ Plastic interlocking blocks
- \_\_\_ Items to snap, button, zip, and lace
- \_\_\_ Items to take apart and put together
- \_\_\_ Books
- \_\_\_ Other: \_\_\_\_\_

## Art

- \_\_\_ Easels and easel paper
- \_\_\_ Tempera paint and paint containers
- \_\_\_ Paint brushes, toothbrushes, and sponge brushes
- \_\_\_ Finger paint and paper
- \_\_\_ Newspaper
- \_\_\_ Construction paper
- \_\_\_ Writing implements (crayons, chalk, markers, colored pencils)
- \_\_\_ Paste, glue, tape
- \_\_\_ Scissors
- \_\_\_ Stapler
- \_\_\_ Hole punch
- \_\_\_ String, yarn
- \_\_\_ Play dough and clay
- \_\_\_ Scrap materials: ribbon, felt, fabric, buttons, etc.
- \_\_\_ Cellophane and tissue paper
- \_\_\_ Glitter
- \_\_\_ Display area
- \_\_\_ Art books and picture/word charts
- \_\_\_ Art posters of reproductions
- \_\_\_ Art direction/task charts
- \_\_\_ Drying racks or clothesline
- \_\_\_ Other: \_\_\_\_\_

## Physical Development

- \_\_\_ Outside climbing equipment
- \_\_\_ Balls, bean bags
- \_\_\_ Jump ropes
- \_\_\_ Riding toys
- \_\_\_ Balance beams
- \_\_\_ Hoops
- \_\_\_ Other: \_\_\_\_\_

## Dramatic Play

- \_\_\_ Puppet stage and puppets
- \_\_\_ Multicultural costumes
- \_\_\_ Community helper costumes
- \_\_\_ Story props and costumes
- \_\_\_ Scenery making materials
- \_\_\_ Stove
- \_\_\_ Sink
- \_\_\_ Refrigerator
- \_\_\_ Microwave
- \_\_\_ Washer/dryer
- \_\_\_ Cabinet or shelves
- \_\_\_ Doll bed
- \_\_\_ Doll carriage
- \_\_\_ Ironing board and iron
- \_\_\_ Pots and pans
- \_\_\_ Eating utensils
- \_\_\_ Cooking utensils
- \_\_\_ Empty product boxes
- \_\_\_ Housekeeping tools (e.g., mop, broom, clothespins, or dustpan)
- \_\_\_ Dress-up clothes and jewelry
- \_\_\_ Dolls (e.g., male, female, ethnic, or handicapped) and clothes
- \_\_\_ Thematic prop boxes
- \_\_\_ Functional reading materials (menus, maps, cookbooks, phonebooks, etc.)
- \_\_\_ Pictures
- \_\_\_ Mirrors
- \_\_\_ Telephone
- \_\_\_ Decorative artwork
- \_\_\_ Books, paper, and writing implements
- \_\_\_ Cash registers, calculators, and adding machines
- \_\_\_ Plastic fruit, vegetables, and food
- \_\_\_ Simulation center props and costumes (grocery store, farm, doctor's/dentist's office, airport, etc.)
- \_\_\_ Other: \_\_\_\_\_

**CLASSROOM LEARNING MATERIALS CHECKLIST  
FOR AGES 3-6 YEARS**

*Indicator 2.1.5, Instructional Materials*

**DIRECTIONS**

Place a check next to the learning materials that are available to children throughout the course of the year. Use this checklist to identify materials or supplies that need to be gradually obtained for use in the program. This list is not intended to be all-inclusive, nor should programs feel that they should have all of these materials. A strong representation from each category will meet the indicator. Materials that are modified or adapted should be available to support access by children with special learning needs or disabilities.

**Reading and Writing**

- Individual chalkboards
- Individual whiteboards
- Writing implements (e.g., chalk, pencils, markers, or crayons)
- Erasers (for pencil and chalk)
- Rubber stamps and stamp pads
- Paper of all kind and size (unlined, lined, colored, and tracing)
- Envelopes and used postage stamps
- Magnetic boards and letters
- Flannel boards and letters
- Letters (e.g., foam, plastic, wood, or tile)
- Picture/word charts and cards
- Poems, chart stories, or word lists
- Print-rich environment – (e.g., picture/word wall)
- Pictionaries or word books
- Journals
- Greeting cards and card making materials
- Book making materials
- Slanted easel
- Picture, alphabet, and word games
- Mailbox/message center
- Other: \_\_\_\_\_

**Technology**

- Computer
- Typewriter
- Language master
- Assisted technology (as needed)
- Tape player
- CD player
- Overhead projector
- Access to TV/VCR
- Other: \_\_\_\_\_

**Social Studies**

- Multicultural materials (i.e., posters, videos, clothing, etc.)
- Tools and materials (globes, maps of classroom, school, U.S., world, etc.)
- Variety of print materials (newspapers, magazines, books, original photographs, etc.)
- Realia and artifacts
- Symbols associated with the United States
- Natural and human made items
- Picture file: Objects, environment, roads, people, etc.
- Objects to show comparison of today and long ago

## Library

- \_\_\_ Books (e.g., picture, pattern, wordless, fairytales, adaptive, leveled texts, big books, expository and narrative, emergent readers, or books in other languages)
- \_\_\_ Book storage and display (e.g., book rack, or labeled book tubs)
- \_\_\_ Low shelf for organizing materials
- \_\_\_ Labeled storage containers
- \_\_\_ Pictures and props that accompany books or themes
- \_\_\_ Reference/resource books (pictionaries, word books)
- \_\_\_ Books made by children
- \_\_\_ Magazines, newspapers, or catalogs
- \_\_\_ Functional print (e.g., menus, greeting cards, maps, or lists)
- \_\_\_ Carpet, rug, or carpet squares
- \_\_\_ Rocking chairs and soft seating
- \_\_\_ Listening center/earphones
- \_\_\_ Audio-visual materials (e.g., story tapes, tape player, CDs, CD player)
- \_\_\_ Flannel board with felt story characters, and settings
- \_\_\_ Print models
- \_\_\_ Writing implements
- \_\_\_ Book jackets/posters
- \_\_\_ Puppets

## Math

- \_\_\_ Calendar
- \_\_\_ Hundreds chart
- \_\_\_ Five/Ten frames
- \_\_\_ Calculators
- \_\_\_ Abacus
- \_\_\_ Number blocks and cubes
- \_\_\_ Pegs and pegboards
- \_\_\_ Beads and string
- \_\_\_ Collections (buttons, stones, marbles, spools, straws, etc.)
- \_\_\_ Plastic plates and lids for making sets
- \_\_\_ Egg cartons
- \_\_\_ Balance/scale
- \_\_\_ Connecting cubes
- \_\_\_ Dominoes
- \_\_\_ Magnetic numerals
- \_\_\_ Number lines
- \_\_\_ Floor graphs
- \_\_\_ Rulers and nonstandard forms of measurement
- \_\_\_ Measuring cups and spoons
- \_\_\_ Rods of graduating sizes
- \_\_\_ Pattern blocks
- \_\_\_ Geometric shapes of various sizes
- \_\_\_ Geoboards and rubber bands
- \_\_\_ Coins
- \_\_\_ Dice
- \_\_\_ Math games
- \_\_\_ Math concept books
- \_\_\_ Writing implements
- \_\_\_ Math puzzles
- \_\_\_ Other: \_\_\_\_\_

### **Discovery (Sand/Water Table)**

- \_\_\_ Tubs for water, sand, or other materials
- \_\_\_ Buckets of various size, containers, and funnels
- \_\_\_ Measuring cups and spoons
- \_\_\_ Baster
- \_\_\_ Water wheels
- \_\_\_ Water pump
- \_\_\_ Hoses or tubing
- \_\_\_ Small boats
- \_\_\_ Objects that sink and float
- \_\_\_ Sieves, strainers, and containers with holes
- \_\_\_ Whisk
- \_\_\_ Rotary beater
- \_\_\_ Sand letter molds
- \_\_\_ Shovels and scoops
- \_\_\_ Small vehicles
- \_\_\_ Scale or balance
- \_\_\_ Other: \_\_\_\_\_

### **Music**

- \_\_\_ Audio-visual materials (story tapes, tape player, CDs, CD player)
- \_\_\_ Rhythm instruments
- \_\_\_ Sheet music
- \_\_\_ Songs on charts
- \_\_\_ Song books
- \_\_\_ Writing implements and paper
- \_\_\_ Keyboard/piano
- \_\_\_ Other: \_\_\_\_\_

### **Science**

- \_\_\_ Discovery boxes
- \_\_\_ Magnifiers
- \_\_\_ Mirrors
- \_\_\_ Magnets and accessories
- \_\_\_ Sorting trays
- \_\_\_ Science unit collections and related texts
- \_\_\_ Science books
- \_\_\_ Clipboards, paper, or writing implements
- \_\_\_ Charts, graphs, or maps
- \_\_\_ Balance scale
- \_\_\_ Plants, planting tools and materials
- \_\_\_ Terrariums/aquariums
- \_\_\_ Butterfly gardens
- \_\_\_ Ant farms
- \_\_\_ Binoculars
- \_\_\_ Color lenses
- \_\_\_ Other: \_\_\_\_\_

## Art

- \_\_\_ Easels and easel paper
- \_\_\_ Tempera paint and paint containers
- \_\_\_ Paint brushes, toothbrushes, and sponge brushes
- \_\_\_ Finger paint and paper
- \_\_\_ Newspaper
- \_\_\_ Construction paper
- \_\_\_ Writing implements (crayons, chalk, markers, or colored pencils)
- \_\_\_ Paste, glue, or tape
- \_\_\_ Scissors
- \_\_\_ Stapler
- \_\_\_ Hole punch
- \_\_\_ String or yarn
- \_\_\_ Play dough and clay
- \_\_\_ Scrap materials: ribbon, felt, fabric, buttons, etc.
- \_\_\_ Cellophane and tissue paper
- \_\_\_ Glitter
- \_\_\_ Display area
- \_\_\_ Art books and picture/word charts
- \_\_\_ Art posters of reproductions
- \_\_\_ Art direction/task charts
- \_\_\_ Drying racks or clothesline
- \_\_\_ Other: \_\_\_\_\_

## Physical Development

- \_\_\_ Outside climbing equipment
- \_\_\_ Balls or bean bags
- \_\_\_ Jump ropes
- \_\_\_ Riding toys
- \_\_\_ Balance beams
- \_\_\_ Hoops
- \_\_\_ Other: \_\_\_\_\_

## Dramatic Play

- \_\_\_ Puppet stage and puppets
- \_\_\_ Multicultural costumes
- \_\_\_ Community helper costumes
- \_\_\_ Story props and costumes
- \_\_\_ Scenery-making materials
- \_\_\_ Stove
- \_\_\_ Sink
- \_\_\_ Refrigerator
- \_\_\_ Microwave
- \_\_\_ Washer/dryer
- \_\_\_ Cabinet or shelves
- \_\_\_ Doll bed
- \_\_\_ Doll carriage
- \_\_\_ Ironing board and iron
- \_\_\_ Pots and pans
- \_\_\_ Eating utensils
- \_\_\_ Cooking utensils
- \_\_\_ Empty product boxes
- \_\_\_ Housekeeping tools (e.g., mop, broom, clothespins, or dustpan)
- \_\_\_ Dress-up clothes and jewelry
- \_\_\_ Dolls (e.g., male, female, ethnic, or handicapped) and clothes
- \_\_\_ Thematic prop boxes
- \_\_\_ Functional reading materials (menus, maps, cookbooks, phonebooks, etc.)
- \_\_\_ Pictures
- \_\_\_ Mirrors
- \_\_\_ Telephone
- \_\_\_ Decorative artwork
- \_\_\_ Books, paper, and writing implements
- \_\_\_ Cash registers, calculators, and adding machines
- \_\_\_ Plastic fruit, vegetables, and food
- \_\_\_ Simulation center props and costumes (grocery store, farm, doctor's/dentist's office, airport, etc.)
- \_\_\_ Other: \_\_\_\_\_

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### **Manipulatives**

- \_\_\_ Puzzles
- \_\_\_ Visual discrimination games
- \_\_\_ Association games
- \_\_\_ Concept games
- \_\_\_ Attribute games
- \_\_\_ Bingo
- \_\_\_ Lotto
- \_\_\_ Pattern cards
- \_\_\_ Beads and strings
- \_\_\_ Plastic interlocking blocks
- \_\_\_ Tinker toys
- \_\_\_ Items to snap, button, zip, and lace
- \_\_\_ Items to take apart and put together
- \_\_\_ Books
- \_\_\_ Writing implements and paper
- \_\_\_ Other: \_\_\_\_\_

### **Construction**

- \_\_\_ Wooden, plastic, or cardboard blocks
- \_\_\_ duplos™ and legos™
- \_\_\_ Play animals and people
- \_\_\_ Large and small vehicles
- \_\_\_ Traffic and other functional signs
- \_\_\_ Materials for making and posting signs
- \_\_\_ Simple teacher created blueprints
- \_\_\_ Maps
- \_\_\_ Construction books
- \_\_\_ Writing implements and paper
- \_\_\_ Toolbox and tools
- \_\_\_ Wood scraps
- \_\_\_ Hardware (nails, screws, washers, bolts, nuts, etc.)
- \_\_\_ Pipes
- \_\_\_ Lincoln logs
- \_\_\_ Construction table
- \_\_\_ Safety goggles
- \_\_\_ Other: \_\_\_\_\_