



Standards for Implementing Quality Early Childhood Programs

Prekindergarten and Kindergarten Instrument for Self-Appraisal and Validation

**Maryland State Department of Education
Division of Early Childhood Development
Early Learning Branch
200 West Baltimore Street 10th Fl
Baltimore, MD 21201**

EARLY CHILDHOOD PROGRAM INFORMATION FORM

(Provide information for each of the prekindergarten or kindergarten programs regardless of the number of classrooms.)

I. BACKGROUND INFORMATION

County/School System _____

School _____

Address _____

Classroom 1: Years in operation with current staff _____

Teacher _____ Prek/K _____

Teacher Assistant _____

Early Childhood Supervisor _____

Support Person (if applicable) _____

Principal _____

Telephone _____

Classroom 2: Years in operation with current staff _____

Teacher _____ Prek/K _____

Teacher Assistant _____

(add additional pages, if necessary)

II. FUNDING SOURCE

Judy P. Hoyer Early Care and Education Program Grant

Other (Specify) _____

Level to be validated	AM Sessions	PM Sessions	Full-day Sessions	of Children	Times-Start/stop
Prek					
K					

**Note number of Special Education Inclusion Sessions*

III. PROGRAM OPERATION

Grade	# of	# of	# of	Number	Session
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IV. Send the following as a Validation Request Packet to MSDE when requesting a validation visit. **

Cover Letter Requesting a Validation Visit
Instrument for Self-Appraisal and Validation (copy)
Program Improvement Plan
Curriculum Overview
Daily Schedule(s)
Directions to the Program Site

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

Mail the Validation Request Packet to:

Maryland State Department of Education
Early Childhood Accreditation Project
Division of Instruction, 10th Floor
200 West Baltimore Street
Baltimore, Maryland 21201

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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 to outline to 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 help measure the program standards.

The **best practices/rationale** column is located to the right of the indicators column. 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 column.

To the right of the best practices/rationale column 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 (shadowed icon), other documentation noted by a (un-shadowed 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 should also 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 space for **program examples** is provided under the list of representative examples within the same column. 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 with a check and date to the appropriate box.

I. PROGRAM ADMINISTRATION

Mission Statement

1.1 The local school system’s mission and philosophy statement for early learning programs is adopted by each elementary school’s personnel through their School Improvement Plan. It supports the local school system’s overall mission and system-wide goals.

The written mission and philosophy statement for the early learning programs is used by the staff as the foundation for planning, staff development, implementation, evaluation, and continuous improvement of the program.

INDICATORS	BEST PRACTICES/RATIONALE	REPRESENTATIVE EXAMPLES	RATING			
<p>1.1.1 Planning</p> <p>The School Improvement Plan reflects planned use of effective early learning practices.</p> <p>NAEYC 10.A.01; 10.B.07 NECPA p.33, 39 Head Start 1304.21(a-c) 1304.51(a)(1-2)</p>	<p>The mission statement is an integral part of the local school system’s overall mission. It refers to research and literature-based practices in early childhood and elementary education and supports the system-wide school reform goals. The major concepts are consistent with the “Mission and Philosophy for the Early Learning Years”.*</p> <p>The School Improvement Plan (SIP) includes goals, objectives, milestones, strategies, activities and evaluation procedures. It is designed as a blueprint of actions and processes needed to produce school improvement. The SIP should guide resource allocation, staff development, instructional content and practice, and assessment.**</p> <p>* MSDE. Laying the Foundation for School Success **MSDE’s 10 Step Process, www.mdk12.org/process/10steps</p>	<p>Written mission/policy statements of the ___ Local school system ___ School</p> <p>Current School Improvement Plan that includes prekindergarten and kindergarten and the following components: ___ Needs assessment data analysis ___ Performance goals and objectives ___ Evaluation ___ Action/management plan</p>		N	P	F
		Program				
		Validator				
		Validator Comments				
		PROGRAM EXAMPLES				

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

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The written mission and philosophy statement for the early learning programs is used by the staff as the foundation for planning, staff development, implementation, evaluation, and continuous improvement of the program.

INDICATORS	BEST PRACTICES/RATIONALE	REPRESENTATIVE EXAMPLES	RATING		
1.1.3 Implementation The School Improvement Plan addresses the implementation of practices that support the learning and development of young children and address the multiple social and cultural contexts of families and communities. NAEYC 2.A.01; 3.B.01 NECPA p.33 Head Start 1304.21(a-c)	The SIP reflects the principles of developmentally appropriate practices in terms of teaching and learning. It supports the role of parents and the family in the early education of young children and reflects the multiple social and cultural contexts of the community.* *National Education Goals Panel, Ready Schools	School Improvement Plan	N	P	F
		Program			
		Validator			
		PROGRAM EXAMPLES			Validator Comments

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INDICATORS	BEST PRACTICES/RATIONALE	REPRESENTATIVE EXAMPLES	RATING			
<p>1.1.4 Evaluation</p> <p>The School Improvement Plan includes a process for ongoing documentation through interim milestone measures as part of the annual evaluation.</p> <p>NAEYC 4.A.02-03; 10.F.01-05 NECPA p. 51 Head Start 1304.51(i)</p>	<p>The SIP reflects a review of all the milestones as part of the program evaluation in support of all school improvement goals and objectives.</p> <p>The review includes teachers, administrators, early learning and content specialists, and parents.</p> <p>The annual evaluation should be aligned with the <i>No Child Left Behind Act 2001</i> and the local school system master plan in response to the <i>Bridge to Excellence in Public School Act of 2002</i>.</p>	<p>School Improvement Plan Agendas and minutes from SIP meetings</p> <p><input type="checkbox"/> Copies of completed evaluation tools, if applicable</p>		N	P	F
			Program			
			Validator			
		PROGRAM EXAMPLES			Validator Comments	

I. PROGRAM ADMINISTRATION

Program Personnel					
1.2 The early learning program is collaboratively administered, supervised, and implemented by qualified personnel.					
INDICATORS	BEST PRACTICES/RATIONALE	REPRESENTATIVE EXAMPLES	RATING		
<p>1.2.1 Administration</p> <p>The administrator and central office supervisory staff communicates with the early learning program staff regarding developmentally appropriate strategies for implementation, assessment, and accountability.</p> <p>NAEYC 10.A.05-06 NECPA p.47 Head Start 1304.51(d-f)</p>	<p>The central office supervisory staff informs the principal at each school of the practices that should be evident in the developmentally appropriate program.</p> <p>Available resource materials may include:</p> <ul style="list-style-type: none"> ▪ state and local school system recommendations and guidelines, ▪ information brochures for parents, and/or staff development materials on developmentally appropriate practices ▪ reporting practices and requirements.* <p><i>*Early Learning Standards: Creating the Conditions for Success, NAEYC and NAECS/SDE</i> (www.naeyc.org/resources/position-statements/pscape.asp)</p>	<p>Calendars, agendas, notes, and minutes of conferences and/or meetings for staff adjusted for the diverse needs of the school community</p> <p>Comprehensive Staff Development Plan</p> <p><input type="checkbox"/> Copies of training session activities that were organized by school and central office supervisory staff</p>	N	P	
		F	Program		
		Validator			
		PROGRAM EXAMPLES		Validator Comments	

I. PROGRAM ADMINISTRATION

Program Personnel						
1.2 The early learning program is collaboratively administered, supervised, and implemented by qualified personnel.						
INDICATORS	BEST PRACTICES/RATIONALE	REPRESENTATIVE EXAMPLES	RATING			
<p>1.2.2 Supervision</p> <p>The administrator and/or a member of the central office supervisory staff provides feedback to the staff about the implementation of a developmentally appropriate program.</p> <p>NAEYC 6.B.01 NECPA p.50 Head Start 1304.51(b)(e-f)</p>	<p>The principal or central office supervisory staff member provides feedback to program staff about specific instructional or programmatic strategies related to research-based developmentally appropriate practices through a variety of supervisory methods.</p> <p>These include:</p> <ul style="list-style-type: none"> ▪ clinical supervision ▪ peer coaching ▪ mentoring ▪ workshops ▪ conferences ▪ seminars ▪ action research in teaching teams 	Informal and formal observation reports <input type="checkbox"/> Notes from conferences occurring between teachers, administrators, principals, supervisors, specialists, etc. <input type="checkbox"/> Calendar/log of support personnel contacts made with staff (i.e. contacts between staff and support personnel?)		N	P	F
		Program				
		Validator				
		PROGRAM EXAMPLES			Validator Comments	

I. PROGRAM ADMINISTRATION

Program Personnel

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

INDICATORS	BEST PRACTICES/RATIONALE	REPRESENTATIVE EXAMPLES	RATING			
<p>1.2.3 Qualification</p> <p>Each classroom is staffed daily by a teacher who meets Maryland state certification requirements for early childhood education as well as the requirements for being “highly qualified”.</p> <p>Any paid assistant who works in the classroom has at least a high school diploma or equivalent along with experience working with young children.</p> <p>When the teacher is absent, a certified teacher or a trained teacher substitute is provided.</p> <p>NAEYC 6.A.05-06 NECPA p. 7-10 Head Start 1304.52(d)(1) 1304.52(g)(3)</p>	<p>Those who plan, administer, supervise and implement programs for young learners should have broad expertise and demonstrate proficiency in early learning pedagogy, as indicated in the National Board of Professional Teaching Standards.</p>	<p>Current certification documents of classroom teachers</p> <p>High school diploma or GED of paid assistants</p> <p><input type="checkbox"/> Certificates/degrees of paid assistants</p>		N	P	F
		Program				
		Validator				
		PROGRAM EXAMPLES			Validator Comments	

I. PROGRAM ADMINISTRATION

Program Continuity

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

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

I. PROGRAM ADMINISTRATION

Program Continuity

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

INDICATORS	BEST PRACTICES/RATIONALE	REPRESENTATIVE EXAMPLES	RATING			
<p>1.3.2 Assessment and Instructional Strategies</p> <p>The school bases assessment and instructional strategies on a developmental continuum for each child. Appropriate instructional strategies for each child are based on developmentally appropriate assessment.</p> <p>NAEYC 2.A.05-06; 4.A..01 NECPA p. 33-35 Head Start 1304.21(a)(1) 1304.21(a)(4)(ii-iv) 1304.21(a)(5)(i-iii)</p>	<p>The school uses developmentally appropriate instructional and assessment approaches which reinforce the diverse modes of learning and levels of development among young children.</p> <p>Appropriate instruction and assessment include engaging materials, stimulating learning environment, appeal to a range of learning styles and levels, and accommodations for disabilities and languages.</p> <p>Positive reinforcement, guidance, and teacher scaffolding will foster student independence. The curriculum calls for</p> <ul style="list-style-type: none"> ▪ consistent use of manipulatives for all content areas, ▪ strong emphasis on contextualized skill development, and ▪ daily opportunities for language development, problem solving, critical thinking, and artistic expression. 	<p>Assessment data (MSA, CTBS, county, school, etc.)</p> <p>School Improvement Plan</p> <p>Curriculum guides and/or unit plans for each content area that align with state standards</p> <p>O Developmentally appropriate instructional strategies based on assessment</p>		N	P	F
		Program				
		Validator				
		Validator Comments				
		PROGRAM EXAMPLES				

I. PROGRAM ADMINISTRATION

Program Continuity

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

INDICATORS	BEST PRACTICES/RATIONALE	REPRESENTATIVE EXAMPLES	RATING			
<p>1.3.3 Articulation and Continuity</p> <p>School staff provides continuity of learning for all children through articulation of curricula, instructional strategies, and assessment across grade levels and programs.</p> <p>NAEYC 10.B.14 NECPA p. 36 Head Start 1304.41(c)</p>	<p>The school's organizational practices include a continuous and sequential implementation of curricula from prekindergarten through grade 3. Consistent instructional practices should be reinforced in staff development programs.</p> <p>The integration of fine arts, library media, physical education/health, and academic programs should be evident across grade levels and reflected in staff development activities.</p> <p>An assessment protocol that allows early learning teachers to review all assessment information on children should be in place.*</p> <p><i>* NAEYC. Developmentally Appropriate Practice in Early Childhood Programs; Voluntary State Curriculum</i></p>	<p>Agendas/minutes of articulation team meetings (within and across grades) regarding continuity of student learning Transition plans for class/programs</p>		N	P	F
			Program			
			Validator			
		PROGRAM EXAMPLES			Validator Comments	

I. PROGRAM ADMINISTRATION

Environment

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>2.1.1(a) Learning Environment: Indoor</p> <p>The learning environment meets standards for safety, toxicity, construction, and cleanliness. The program must comply with fire, health, and safety regulations.</p> <p>NAEYC 9.C.04-05; 9.D.01, 05-06, 09 NECPA p. 19, 23, 41 Head Start 1304.22(d-f) 1304.53(a)(6-10)</p>	<p>Instruction is located in clean, safe, and clutter free areas. Natural light and ventilation are controlled.</p> <p>The environment is planned to avoid safety problems. Areas are free of lead-based paint. Poisonous or hazardous materials are stored in locked cabinets or out of the reach of children. All electrical outlets are covered.</p> <p>The bathroom facilities are clean, well lit, and ventilated. Bathroom supplies (paper, towels, soap) are easily accessible to children.</p> <p>Drinking water is accessible to children.</p> <p>The use of alcohol, tobacco, and illegal drugs is prohibited in all spaces and related program activities.*</p> <p>*COMAR .55, .57, .59</p> <p>Early Childhood Environment Rating Scale-Revised (ECERS-R)</p> <p>Infants/Toddlers Environment Rating Scale (ITERS)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Documentation of fire drills <input type="radio"/> Clean <input type="radio"/> Well lighted and ventilated <input type="radio"/> Free of clutter <input type="radio"/> Appropriate storage of hazardous materials <input type="radio"/> Covered electrical outlets <input type="radio"/> Toilets, sinks, and drinking water facilities accessible, clean, in good repair, and well supplied <input type="radio"/> Separate diapering area, if needed <input type="radio"/> Food preparation area meets standards 		N	P	F
			Program			
			Validator			
		PROGRAM EXAMPLES			Validator Comments	

II. PROGRAM OPERATION

Environment

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

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

II. PROGRAM OPERATION

II. PROGRAM OPERATION

Environment

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

INDICATORS	BEST PRACTICES/RATIONALE	REPRESENTATIVE EXAMPLES	RATING		
<p>2.1.4 Multicultural Education/Diversity The learning environment reflects ongoing multicultural education and accommodates the diverse learning needs of children.</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 should provide 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"> ○ Books, posters, dolls, puppets, reflecting diversity ○ Displays, clothing, music, photographs, maps, depicting cultural diversity and non-stereotypical images ○ Materials available in multiple languages, as applicable ○ Skin-tone crayons, paper, and/or paint ○ Assistive technology, if applicable ○ Wheelchair accessibility, if applicable 	N	P	F
		Program			
		Validator			
		PROGRAM EXAMPLES			Validator Comments

II. PROGRAM OPERATION

Environment

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

INDICATORS	BEST PRACTICES/RATIONALE	REPRESENTATIVE EXAMPLES	RATING		
<p>2.1.5 Instructional Materials</p> <p>Materials are appropriate and designed to facilitate integrated learning, authentic application of skills, problem solving, and creative/critical thinking skills.</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, 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 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"> ○ Manipulative and open-ended materials ○ Safe, durable, clean materials, which may be used for a variety of purposes ○ Accommodate various modalities and intelligences ○ Reflect cultural diversity and non-stereotypical images ○ Support theme and curriculum ○ Accommodate various physical needs of students ○ Appropriate/equitable and safe use of technology 	N	P	F
		Program			
		Validator			
		Validator Comments			
		PROGRAM EXAMPLES			

II. PROGRAM OPERATION

Curriculum

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

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

II. PROGRAM OPERATION

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

II. PROGRAM OPERATION

Curriculum

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

2.2.3 Language Arts

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

II. PROGRAM OPERATION

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

II. PROGRAM OPERATION

Curriculum

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

INDICATORS	BEST PRACTICES/RATIONALE	REPRESENTATIVE EXAMPLES	RATING		
<p>2.2.3(c) Writing</p> <p>Daily writing instruction includes opportunities to write for expressive, informational, and persuasive purposes.</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 type="radio"/> Modeled writing experiences such as shared writing, class books, language experiences <input type="radio"/> Writing center <input type="radio"/> Variety of writing materials available <input type="radio"/> Modifications provided for children with disabilities, if applicable <input type="radio"/> Writing materials available in centers	N	P	F
		Program			
		Validator			
		Validator Comments			
		PROGRAM EXAMPLES			

II. PROGRAM OPERATION

Curriculum

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

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

II. PROGRAM OPERATION

Curriculum

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

INDICATORS	BEST PRACTICES/RATIONALE	REPRESENTATIVE EXAMPLES	RATING			
<p>2.2.5 Science</p> <p>The curriculum emphasizes exploration and investigation of the life, physical, and earth/space sciences through real world applications.</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 and/or Kindergarten</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"> <input type="checkbox"/> Yearly schedule for implementing science thematic units <input type="checkbox"/> Copies of integrated science units <input type="checkbox"/> Daily schedules and plans for science <input type="radio"/> Tools and materials (scales, measuring cups, hand lenses, magnets, sand, etc.) <input type="radio"/> Realia (fossils, models, collections of natural things, etc.) <input type="radio"/> Vocabulary lists <input type="radio"/> Center encouraging scientific investigation <input type="radio"/> Charts of Scientific Process <input type="radio"/> Living things in room <input type="radio"/> Evidence of nature walks <input type="radio"/> Displayed data from investigations 	N	P	F	
			Program			
			Validator			
		PROGRAM EXAMPLES			Validator Comments	

II. PROGRAM OPERATION

Curriculum

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

INDICATORS	BEST PRACTICES/RATIONALE	REPRESENTATIVE EXAMPLES	RATING			
<p>2.2.6 Social Studies</p> <p>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.</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 understanding of 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 (i.e. indicator for political science is “Generate and follow classroom rules.”</p> <p>*NAEYC. <i>Developmentally Appropriate Practices in Early Childhood</i>,(1997).</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Yearly schedule for implementing social studies thematic units <input type="checkbox"/> Copies of integrated social studies units <input type="checkbox"/> Daily schedules and plans for social studies <input type="radio"/> Multicultural materials (i.e., posters, videos, clothing, etc.) <input type="radio"/> Tools and materials (globes, maps of classroom, school, U.S., world, etc.) <input type="radio"/> Variety of print materials (newspapers, magazines, books, original photographs, etc.) <input type="radio"/> Classroom rights and responsibilities posted <input type="radio"/> Realia and artifacts <input type="radio"/> Vocabulary lists <input type="radio"/> Evidence of resource persons observed 	N	P	F	
			Program			
			Validator			
			Validator Comments			
		PROGRAM EXAMPLES				

II. PROGRAM OPERATION

Curriculum

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

INDICATORS	BEST PRACTICES/RATIONALE	REPRESENTATIVE EXAMPLES	RATING		
<p>2.2.7 Fine Arts</p> <p>The fine arts curriculum provides regular opportunities for children to create, perform, and respond to quality and culturally diverse experiences in visual art, music, theatre, and dance.</p> <p>NAEYC 2.J.01, 04-07 NECPA p.34 Head Start 1304.21(a)(4)(ii) 1304.21(b)(1)(iii)</p>	<p>Children are encouraged to express themselves physically and aesthetically, represent ideas and feelings, and acquire fundamental concepts and skills in the fine arts. Staff works with resource persons to help children explore and experiment with the art forms and media as well as integrate the arts into the curriculum. Children’s artistic creations are valued through display and dramatic presentations.*</p> <p><i>*Developmentally Appropriate Practices in Early Childhood Programs, NAEYC</i></p>	<input type="checkbox"/> Schedule and plans reflecting the arts <input type="radio"/> Dramatic presentations, dance and music <input type="radio"/> Children’s two and three dimensional creative work, labeled with names <input type="radio"/> Utilization of various music forms (classical, folk, country, lullabies, cultural music, etc.) <input type="radio"/> Fine arts integrated into the curriculum areas	N	P	F
		Program			
		Validator			
		Validator Comments			
		PROGRAM EXAMPLES			

II. PROGRAM OPERATION

Curriculum

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

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

II. PROGRAM OPERATION

Curriculum

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

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

II. PROGRAM OPERATION

Instruction								
2.3 Curriculum is delivered through instructional strategies which support each student’s development and attainment of the MMSR Framework and Standards for Prekindergarten and Kindergarten/VSC.								
INDICATORS	BEST PRACTICES/RATIONALE	REPRESENTATIVE EXAMPLES	RATING					
2.3.1 Flexible Grouping Instruction is delivered individually, in small groups, and in large groups. Groupings change based upon individual need, instructional decisions, and assessment data. NAEYC 3,D.03, 10-11; 3.E.04, 08 NECPA p.34, 36 Head Start 1304.21(c)(1)(i)(vii)	For the purposes of teacher-directed learning, children are not organized into fixed ability groups or fixed group rotations. Grouping occurs for a variety of purposes such as: ability, interest, or need. There is flexibility in terms of homogeneous and heterogeneous groups. The daily schedule includes periods for large groups, small groups, and independent learning. Children make choices by using procedures which help them to plan their activities. Teachers maintain a record system (e.g., a weekly learning center chart) to ensure variety in each child’s choice. Children plan their activities in both teacher-assigned and child-selected learning opportunities. Based on continued observation of children’s performance, teachers assign children to small groups with similar or diverse ability levels to work cooperatively on specific projects, tasks, and activities.* * <i>Developmentally Appropriate Practice in Early Childhood Programs</i> , NAEYC.	<input type="checkbox"/> Lesson plans that reflect flexible grouping <input checked="" type="radio"/> Large-group, small-group, and one-on-one instruction with an adult <input checked="" type="radio"/> Grouping for a variety of purposes,(i.e., interests, ability, needs, etc.) <input checked="" type="radio"/> Balance of teacher-directed and child-initiated groupings <input checked="" type="radio"/> Evidence of student choice in planning activities <input checked="" type="radio"/> Board/chart for planning activities		N	P	F		
		Program						
		Validator						
		PROGRAM EXAMPLES			Validator Comments			

II. PROGRAM OPERATION

Instruction					
2.3 Curriculum is delivered through instructional strategies which support each student’s development and attainment of the <i>MMSR Framework and Standards for Prekindergarten and Kindergarten/VSC</i>.					
INDICATORS	BEST PRACTICES/RATIONALE	REPRESENTATIVE EXAMPLES	RATING		
<p>2.3.2 Authentic Learning</p> <p>Instruction integrates concepts of curriculum into developmentally appropriate practices and relates in a meaningful way to children’s real life experiences.</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 Practices in Early Childhood, (1997).</i></p>	<ul style="list-style-type: none"> ○ Topics relevant to young children’s interests and needs ○ Hands-on learning opportunities ○ Classroom activities that reflect students’ prior experiences ○ Pictures, signs, functional print, and/or literacy products developed by children displayed in the room and the school’s hallways ○ Independent learning centers that include real objects and prompts reflecting diversity 	N	P	
		Program			F
		Validator			
		PROGRAM EXAMPLES		Validator Comments	

II. PROGRAM OPERATION

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

II. PROGRAM OPERATION

Instruction						
2.3 Curriculum is delivered through instructional strategies which support each student’s development and attainment of the <i>MMSR Framework and Standards for Prekindergarten and Kindergarten/VSC.</i>						
INDICATORS	BEST PRACTICES/RATIONALE	REPRESENTATIVE EXAMPLES	RATING			
<p>2.3.4 Independent Learning Exploration</p> <p>Independent learning provides opportunities for children to explore, experiment, question, investigate, and problem-solve. Children take responsibility for their learning.</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’s role as 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
		Program				
		Validator				
		Validator Comments				
		PROGRAM EXAMPLES				

II. PROGRAM OPERATION

Instruction						
2.3 Curriculum is delivered through instructional strategies which support each student’s development and attainment of the <i>MMSR Framework and Standards for Prekindergarten and Kindergarten/VSC.</i>						
INDICATORS	BEST PRACTICES/RATIONALE	REPRESENTATIVE EXAMPLES	RATING			
2.3.7 Multicultural Education/Diversity Instruction addresses and respects cultural diversity, learning styles, and other individual differences. 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)	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, May Day), and home cultures (e.g., food and cooking, family album, language spoken at home). The use of visuals depicts various cultures authentically. Families are involved as resource people or provide family artifacts. Instructional strategies include activities that expand awareness of gender roles (i.e., interviews with adults in non-traditional professional roles.) Materials in the classroom reflect non-stereotyped gender roles and diverse ethnic groups. Instructional materials also portray positively individuals with disabilities and persons from a wide range of economic backgrounds and of various ages.* *NAEYC. <i>Developmentally Appropriate Practices in Early Childhood</i> (1997)	<ul style="list-style-type: none"> <input type="checkbox"/> Photos of family members serving as resource speakers or providing family artifacts <input checked="" type="radio"/> Authentic representation of cultures and people through illustrations, literature, props, photographs, music and posters <input checked="" type="radio"/> Materials in the classroom reflect non-stereotyped gender roles and diverse ethnic groups (skin-tone paper, crayons, books, music) <input checked="" type="radio"/> Instructional materials positively portray individuals with disabilities and feom a variety of backgrounds <input checked="" type="radio"/> Activities support different learning styles 		N	P	F
		Program				
		Validator				
		PROGRAM EXAMPLES			Validator Comments	

II. PROGRAM OPERATION

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

II. PROGRAM OPERATION

Instruction							
2.3 Curriculum is delivered through instructional strategies which support each student’s development and attainment of the <i>MMSR Framework and Standards for Prekindergarten and Kindergarten/VSC.</i>							
INDICATORS	BEST PRACTICES/RATIONALE	REPRESENTATIVE EXAMPLES	RATING				
2.3.9 Social Interaction Instruction promotes appropriate interaction and cooperation. <small>NAEYC 3.B.05-06, 12 NECPA p.14-15, 37 Head Start 1304.21(b)(2)(i) 1304.21(c)(1)(iv-vi)</small>	Teachers model and provide opportunities for children to exhibit helpful behavior; to develop and follow rules for the care and safety of themselves, others, and classroom materials; to get along with others from similar and different backgrounds; to demonstrate respect for others, and to make friends. Social conflicts among children are used as learning experience with adults helping children to negotiate disagreements among themselves without solving problems for them. Teachers describe consequences of inappropriate and appropriate behavior. Teachers and students generate classroom rules together and decide on appropriate consequences throughout the year.* <small>*NAEYC. <i>Developmentally Appropriate Practices in Early Childhood</i>(1997).</small>	○ Exploratory centers ○ Activities that promote appropriate behavior such as: <ul style="list-style-type: none"> • Class meetings/circle time discussions • Small group interactions • Paired activities • Role playing • Participating in plays and puppet shows • Small group problem solving ○ Charts of desired behaviors		N	P	F	
		PROGRAM EXAMPLES		Program			
				Validator			
		Validator Comments					

II. PROGRAM OPERATION

Assessment

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

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

II. PROGRAM OPERATION

Assessment

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

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

II. PROGRAM OPERATION

Assessment

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

INDICATORS	BEST PRACTICES/RATIONALE	REPRESENTATIVE EXAMPLES	RATING			
<p>2.4.4 Articulation</p> <p>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.</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, the parent(s), the current and the receiving teacher, and the child will 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.</p> <p>Parents are informed of differences in curriculum and instructional programs between grades and programs.</p> <p>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
			Program			
			Validator			
		PROGRAM EXAMPLES			Validator Comments	

III. HOME AND COMMUNITY PARTNERSHIPS

Partnerships

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

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

III. HOME AND COMMUNITY PARTNERSHIPS

Partnerships

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

INDICATORS	BEST PRACTICES/RATIONALE	REPRESENTATIVE EXAMPLES	RATING			
<p>3.1.3 Family Participation and Involvement</p> <p>Families, community members, staff, and administrators are actively involved in program-based activities, curriculum, shared decision making, and advocacy for children.</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). Members might also wish to become a member of a team, responsible for making decisions about the program.</p> <p><i>*NAEYC. Developmentally Appropriate Practice in Early Childhood Programs(1997)</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Schedule of parent or community volunteers <input type="checkbox"/> Agendas for volunteer orientation and trainings <input type="checkbox"/> List of School Improvement Team members <input type="checkbox"/> List of PTA/PTO/parent advisory committee members <input type="checkbox"/> Photos of volunteers serving as resources <input type="checkbox"/> Policy handbook which outlines the process for influencing decisions, raising concerns, appealing decisions, and solving problems <input type="checkbox"/> Agendas for trainings provided for parents, community, and staff in collaborative partnerships 		N	P	F
		Program				
		Validator				
		Validator Comments				
		PROGRAM EXAMPLES				

CLASSROOM LEARNING MATERIALS CHECKLIST

Indicator 2.1: 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.

Reading and Writing

- Individual chalkboards
- Individual whiteboards
- Writing implements (chalk, pencils, markers, crayons)
- Erasers (for pencil and chalk)
- Rubber stamps and stamp pads
- Paper of all kind and size (unlined, lined, colored, tracing)
- Envelopes and used postage stamps
- Magnetic boards and letters
- Flannel boards and letters
- Letters (foam, plastic, wood, tile)
- Picture/word charts and cards
- Poems, chart stories, word lists
- Print-rich environment: picture/word wall
- Pictionaries, 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: _____

Library

- ___ Books (picture, pattern, wordless, fairytales, adaptive, leveled texts, big books, expository and narrative, emergent readers, books in other languages)
- ___ 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
- ___ Reference/resource books (pictionaries, word books)
- ___ Books made by children
- ___ Magazines, newspapers, catalogs
- ___ Functional print (menus, greeting cards, maps, lists)
- ___ Carpet, rug, or carpet squares
- ___ Rocking chairs and soft seating
- ___ Listening center/earphones
- ___ Audio-visual materials (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 non standard 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
- ___ Various sized buckets, 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, writing implements
- ___ Charts, graphs, maps
- ___ Balance scale
- ___ Plants, planting tools and materials
- ___ Terrariums/aquariums
- ___ Butterfly gardens
- ___ Ant farms
- ___ Binoculars
- ___ Color lenses
- ___ 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

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 (mop, broom, clothespins, dustpan)
- ___ Dress up clothes and jewelry
- ___ Dolls (male, female, ethnic, 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: _____

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 leggos™
- ___ 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: _____