

# Colorado

## Quality Standards for Early Childhood Care and Education Services



Colorado Department of Education, 201 E. Colfax Avenue, Denver, CO 80203-1799

## A. Interactions among Staff and Children

**GOAL:** Interactions between children and staff provide opportunities for children to develop an understanding of self and others and are characterized by warmth, personal respect, individuality, positive support, and responsiveness. Staff facilitate interactions among children to provide opportunities for development of self-esteem, social competence, and intellectual growth.

**RATIONALE:** All areas of young children's development - social, emotional, cognitive and physical - are integrated. Optimal development in all areas derives from positive, supportive, individualized relationships with adults. Young children also develop socially, emotionally, and intellectually through peer interaction.

A-1 - Staff interacts frequently with children showing affection and respect.	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
* Staff interact nonverbally by smiling, touching, holding.								
* Staff talk with individual children during routines (arriving/departing, eating) and other activities								
* Staff respectfully provide privacy in matters of personal hygiene and care.								
* Staff give children adequate time to respond.								
* Staff see and encourage humor.								

Notes/Comments:

A-2 - Staff are responsive to children.	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
* Staff quickly comfort infants in distress.								
* Staff reassure crying toddlers and listen to children with attention and respect.								
* Staff listen and respond to children's questions and requests.								
* Staff identify and nurture personal capacities to solve problems, evaluate choices, make decisions, and take risks.								

Notes/Comments:

A-3 - Staff converse frequently with children.	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
<b>A-3a. - Staff speak with children in a friendly and courteous manner.</b>								
* Staff speak with individual children often.								
* Staff speak with children at their eye level.								
* Staff call children by name.								
* Staff are not only aware of, but also show interest in, children's activities outside of the ECCE setting (e.g., sports, Scout groups).								

Notes/Comments:

A-3b. - Staff talk with individual children, and encourage children of all ages to use language. For example: - Staff repeats infants' sounds - Talk about things toddlers see - Help two-year-olds name things - Ask preschoolers open-ended questions - Provide opportunities for primary students to talk about their day.	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
* Staff respect a child's method and style of communication, which could include: gestures and jargon, sign language, computer enhanced learning, other assistive devices, other forms of non-verbal language, and native language.								
* Staff demonstrate the ability to effectively communicate with all children.								
* Staff facilitate child-to-child communication among children.								
* Staff ask open-ended questions.								
* Staff provide opportunities and time each day for conversations based on the child's interest.								

Notes/Comments:

<b>A-4. - Staff initiate activities and discussions to build positive self-identity and to teach the value of differences.</b>	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
Notes/Comments:								
<b>A-4a. - Staff treat children of all races, religions, cultures, and abilities equally, with respect and consideration.</b>	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
* Staff integrate activities related to ethnicity, religion, and culture on a daily basis, not just on holidays or special occasions.								
* Staff point out contributions of ethnic groups, particularly groups represented by children in the setting.								
Notes/Comments:								
<b>A-4b. - Staff provide children of both sexes with equal opportunities to take part in all activities.</b>	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
Notes/Comments:								
<b>A-4c. - Staff provide equal educational opportunities for children from families who are homeless and for children whose families are migrant and seasonal workers.</b>	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
Notes/Comments:								

<b>A-5. - Staff encourages independence in children through appropriate age and developmental choices.</b> For example: Infants: fingerfeeding self Toddlers: washing hands, selecting own materials Threes and fours: dressing, picking up materials Fives: setting table, cleaning, acquiring self-help skills Primary students: performing responsible jobs, participating in community activities.	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
* Staff encourage children to keep track of their own work and to acquire self-help skills.								

Notes/Comments:

<b>A-6. - Staff use positive techniques of guidance.</b>	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource

Notes/Comments:

<b>A-6a. - Staff use positive approaches to help children behave responsibly using:</b> <b>- Redirection</b> <b>- Planning ahead to prevent problems</b> <b>- Positive reinforcement and</b> <b>- Encouragement specific to task</b> <b>- Consistent, clear rules explained to younger children and discussed and designed by older children and staff together</b> <b>- Natural, logical, and fair consequences</b> <b>- Appropriate behavior modeling</b>	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource

Notes/Comments:

<b>A-6b. Staff do <i>not</i> use physical punishment or other negative discipline methods that hurt, frighten or humiliate children.</b>	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource

Notes/Comments:

<b>A-7. - Overall atmosphere of the group is pleasant most of the time.</b> For example: - Happy laughter, excitement, busy activity, relaxed talking are noticeable. - Adult voices do not dominate. - Children are not required to spend large blocks of time sitting and working quietly. - Adults allow children latitude to solve own problems.	<b>EVALUATION</b>			<b>STATUS</b>			<b>NEED</b>	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
Notes/Comments:								
<b>A-8. - Staff assist children to identify and effectively deal with their emotions.</b>	<b>EVALUATION</b>			<b>STATUS</b>			<b>NEED</b>	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
Notes/Comments:								
<b>A-8a. - Overall atmosphere of the group is pleasant most of the time.</b>	<b>EVALUATION</b>			<b>STATUS</b>			<b>NEED</b>	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
Notes/Comments:								
<b>A-8b. - Staff encourage children to express a variety of emotions.</b>	<b>EVALUATION</b>			<b>STATUS</b>			<b>NEED</b>	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
Notes/Comments:								
<b>A-8c. - Staff acknowledge and model for children expressions of feeling.</b>	<b>EVALUATION</b>			<b>STATUS</b>			<b>NEED</b>	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
Notes/Comments:								
<b>A-8d. - Staff help children deal with anger, sadness, and frustration in constructive ways.</b>	<b>EVALUATION</b>			<b>STATUS</b>			<b>NEED</b>	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
Notes/Comments:								
<b>A-8e. - Children are generally comfortable, relaxed, happy, and involved in play and other activities.</b>	<b>EVALUATION</b>			<b>STATUS</b>			<b>NEED</b>	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
Notes/Comments:								

<b>A-9. - Staff encourage pro-social behaviors in children such as cooperating, helping, taking turns, talking to solve problems.</b>	<b>EVALUATION</b>			<b>STATUS</b>			<b>NEED</b>	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
*Adults model the desired behaviors.								
*Adults encourage pro-social behaviors.								
Notes/Comments:								
<b>A-10. - Staff expectations of children's social behavior are developmentally appropriate.</b> For Example: - A variety of similar equipment is available so toddlers are not forced to share too often. - Preschoolers are encouraged to cooperate in small groups. - Primary students have opportunities to participate in group games, cooperative learning, and partner activities, and to work or play alone.	<b>EVALUATION</b>			<b>STATUS</b>			<b>NEED</b>	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
Notes/Comments:								
<b>A-11. - Children are encouraged to talk about feelings and ideas instead of solving problems with force.</b> For example: Adults supply appropriate words for infants and toddlers to help them learn ways to get along in a group. Adults discuss alternative solutions with children two years and older and help them see the consequences of each alternative.	<b>EVALUATION</b>			<b>STATUS</b>			<b>NEED</b>	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
Notes/Comments:								
<b>A-12. - Staff provide a variety of opportunities, assistance, and modeling to encourage child-to-child interaction.</b>	<b>EVALUATION</b>			<b>STATUS</b>			<b>NEED</b>	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
Notes/Comments:								

<b>A-13. - Staff build on children's internal motivation to help them make sense of the world and acquire competence.</b>	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
Notes/Comments:								
<b>A-14. - Staff encourage and exhibit a spirit of inventiveness, curiosity and ingenuity.</b>	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
Notes/Comments:								



## B. Curriculum

**GOAL:** The curriculum encourages children to be actively involved in the learning process, to experience a variety of developmentally appropriate activities and materials, and to pursue their own interests in the context of life in the community and the world.

**RATIONALE:** The curriculum is not just the goals of the program and the planned activities but also the daily schedule, the availability and use of materials, transitions between activities, and the way in which routine tasks of living are implemented. Criteria for curriculum implementation reflect environment and concrete experiences that contribute to concept development.

B-1. The program has a written statement of its philosophy and goals.	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource

Notes/Comments:

B-1a. - The program has a long range, written curriculum plan that reflects the program's philosophy and goals for children.	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource

Notes/Comments:

B-1b. All aspects of the curriculum are responsive to family, community, cultural, and personal diversity.	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource

Notes/Comments:

B-1c. Curriculum is a team responsibility.	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource

Notes/Comments:

<b>B-2. - Staff and families plan learning activities for children based on assessment of individual needs and interests.</b>	<b>EVALUATION</b>			<b>STATUS</b>			<b>NEED</b>	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
* A variety of assessment data is gathered, e.g., classroom observation, child's progress, parental input, staff's summary of child's developmental level.								
* Each child has an individualized learning plan developed by a collaborative team which includes teaching staff, family members, specialists, and/or others requested by the family or program.								
* The individualized learning plan addresses priorities applicable to the child's total day across settings, such as home, neighborhood school, community preschool, child care center or other community setting.								
* A program-specific individualized learning plan is completed for each child in the program.								
Notes/Comments:								
<b>B-3. - When necessary, modifications are made in the environment, schedule, and activities to meet a child's special needs.</b>	<b>EVALUATION</b>			<b>STATUS</b>			<b>NEED</b>	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
* Families are provided an array of options for services and supports.								
Notes/Comments:								
<b>B-4. The program has a daily written schedule.</b>	<b>EVALUATION</b>			<b>STATUS</b>			<b>NEED</b>	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
Notes/Comments:								

B-4a. The schedule provides a balance of activities in the following dimensions.	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
* Indoor/outdoor								
* Quiet/active								
* Individual/small group/large group								
* Large muscle/small muscle								
* Child-initiated/staff-initiated								
Notes/Comments:								
B-4b. Daily plans and activities reflect children's specific needs as outlined by individual learning plans.	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
Notes/Comments:								
B-5. Developmentally appropriate materials and equipment are available for all children 0-8 years of age.	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
Notes/Comments:								
B-5a. Multi-racial, non-sexist, non-stereotyping pictures, dolls, books, and materials are used.	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
Notes/Comments:								
B-5b. Developmentally appropriate materials and equipment are available for infants.	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
* Rattles, squeak toys, music								
* Cuddly toys								
* Teething toys								

B-5b. Developmentally appropriate materials and equipment are available for <i>infants</i> .	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
* Mobile, unbreakable mirrors, bright objects, pictures								
* Crawling area, sturdy furniture to pull self up								
* Cause and effect materials								
* Gross motor equipment (e.g., slides, tunnels)								
* Toys large enough to prevent swallowing or choking								

Notes/Comments:

B-5c. - Developmentally appropriate materials and equipment are available for <i>toddlers</i> .	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
* Push and pull toys								
* Stacking toys, large wooden spools/beads/cubes								
* Sturdy picture books, music								
* Pounding bench, simple puzzles								
* Telephones, dolls, creative toys								
* Large paper, crayons								
* Sturdy furniture to hold on to while walking								
* Sand and water equipment								
* Toys large enough to prevent swallowing or choking								

Notes/Comments:

<b>B-5d. Developmentally appropriate materials and equipment are available for preschoolers .</b>	<b>EVALUATION</b>			<b>STATUS</b>			<b>NEED</b>	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
* Active play equipment for climbing and balancing								
* Unit blocks and accessories								
* Puzzles and manipulative materials								
* Picture books, records, tapes, CD's, and musical instruments								
* Art materials such as finger and tempera paints, a variety of brushes, crayons, scissors								
* Dramatic play materials such as dolls, dress-up clothes and props, child-sized furniture, puppets								
* Sand and water equipment								
* Consumable learning materials such as shaving cream and other ingredients								

Notes/Comments:

<b>B-5e. - Developmentally appropriate materials and equipment are available for primary students .</b>	<b>EVALUATION</b>			<b>STATUS</b>			<b>NEED</b>	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
* Active play equipment and materials such as bats and balls for organized games								
* Construction materials for woodworking, blocks								
* Materials for art and science projects								
* Books, records, musical instruments								
* Board and card games								
* Math manipulatives								
* Blocks and map-making props								

* Literature selections as well as reference materials								
* Writing materials and tools								

Notes/Comments:

B-6. - The program uses media, such as television, films, and videotapes as follows:	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
* Viewing is limited to developmentally appropriate programming that has been previewed by adults prior to use.								
* Another option for activity is always available.								
* No child is required to view the program.								
* Staff discuss what is viewed with children to develop critical viewing skills.								
* Media are used as special events, rather than as regular daily routines.								

Notes/Comments:

B-7. - Staff provide a variety of developmentally appropriate, hands-on activities for children to achieve the following goals: <i>(Rate each goal separately considering the examples related to the age group being observed)</i>	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
* Activities should extend the thinking of children beyond specific facts or closed-ended products.								
* Activities should be free of pre-made examples or models that inhibit the child's motivation to create products different than the displayed model.								

* Activities should be developed from a wide variety of materials/media so that children can demonstrate a unique approach.								
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Notes/Comments:

B-7a. - Staff foster positive self-concept in children.	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
* <i>Infants/younger toddlers</i> - Hold, pat and touch babies for comfort and stimulation. Talk and sing to babies. Imitate each baby's actions and sounds. Play mirror games, label facial features and body parts. Allow infants to feed themselves when ready. Encourage and support each baby's developmental achievements such as pulling up self.								
* <i>Older toddlers/preschoolers</i> - Allow time for children to talk about what they see, do and like. Use children's names frequently in songs, games. Display children's work and photos of children. Encourage children to draw pictures, tell stories about self and family.								
* <i>Primary students</i> - Provide opportunities to express growing independence/self-reliance such as the ability to make positive choices, initiate own activities. Allow opportunities to work or play alone.								

Notes/Comments:

B-7b. - Staff help children develop social skills.	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
* <i>Infants/younger toddlers</i> - Hold, pat and touch babies. Talk to, sing to, and play with each baby on a one-to-one basis. Respond to and expand on cues coming from child. Interpret younger toddlers' actions to other children to help them get along in the group.								

<p>* <u>Older toddlers/preschoolers</u> - Assist toddlers in social interaction. Create space and time for small groups of children to build blocks together or enjoy dramatic play. Provide opportunities for sharing, caring, and helping, such as making cards for a sick child or caring for pets.</p>								
<p>* <u>Primary students</u> - Arrange planned and spontaneous activities in team sports, group games, interest clubs, board and card games. Allow time to sit and talk with peer or adult.</p>								

Notes/Comments:

<b>B-7c. - Staff encourage children to think, reason, question and experiment.</b>	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
<p>* <u>Infants/younger toddlers</u> - Provide a stimulating, safe environment in which infants and toddlers can explore and manipulate. Provide pictures, mobiles, brightly colored objects for babies to look at, reach for, and grasp. Play naming and hiding games such as peek-a-boo, pat-a-cake. Provide rattles, squeak toys, and other noise-making objects for babies to hear. Move or carry around non-crawling infants so they can see different things and people. Utilize the outdoors as a learning environment, by taking daily walks and using language to comment on additions, changes and the weather.</p>								



<p>* <u>Older toddlers/preschoolers</u> - Plan activities for labeling, classifying, sorting objects by shape, color and size. Discuss daily and weekly routines in terms of time concepts, and season of the year. Observe natural events such as seeds growing and the life cycle of pets. Create opportunities to use numbers and to count objects. Take walks around building or neighborhood. Plan trips that integrate new learning experiences for preschoolers. Encourage water and sand play.</p>								
<p>* <u>Primary students</u> - Provide activities such as cooking, money-making projects, gardening, science experiments, trips within the community, interacting with visitors, multicultural experiences, and computer projects.</p>								
<p><b>B-7c. - Staff encourage children to think, reason, question and experiment.</b></p>	<b>EVALUATION</b>			<b>STATUS</b>			<b>NEED</b>	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
<p>* Physical and cognitive interactions with the environment, materials, and other individuals provide children with opportunities to construct, modify, and integrate mathematical concepts.</p>								
<p>* Through a balance of content and process, children are helped to learn ways of discovering what makes things happen, and are provided with a better understanding of the world, enhancing their sense of wonder and curiosity.</p>								
<p>* Through concrete experiences that are meaningful to their lives, children develop a beginning awareness of themselves, others, and the world in which they live.</p>								
<p>* Children solve problems on a daily basis in a classroom climate that encourages and supports problem-solving efforts.</p>								

<b>B-7c. - Staff encourage children to think, reason, question and experiment.</b>	<b>EVALUATION</b>			<b>STATUS</b>			<b>NEED</b>	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
* Mathematics and the scientific process are integrated into children's daily experiences (both planned and spontaneous) and into the ongoing activities of the classroom.								
* Staff provide children with opportunities to explore, manipulate, investigate and discover.								
* Staff provide a wide variety of life science materials including live animals (e.g., fish, guinea pigs, insects), plants and scientific tools (scales, magnifiers, magnets).								
* Staff encourage children to take risks and engage in trial and error learning.								
* Staff respond to children's questions in a way that extends the children's ideas.								
* Staff provide time for conversation and ask children questions that require more than a one-word answer.								
* Staff encourage children to comment on their observation of the natural and social world (the seeds have begun to sprout, the plant grew overnight).								
* Staff facilitate discussions with children in which points of view are openly shared.								
* Staff initially present concepts to children via concrete, hands-on materials, and provide concrete materials on an ongoing basis to reinforce concepts.								
* Staff use multi-sensory activities to present information to children.								
* Staff provide experiences requiring the use of quantity-comparative terms, such as "more", "a lot", "some", "all", "same", "not as much".								

B-7c. - Staff encourage children to think, reason, question and experiment.	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
* Staff facilitate problem-solving situations that are real and relevant to children.								
* Staff provide many opportunities for children to match, estimate, create sets and count.								
* Staff accept children's approximation in these areas.								
* Children describe, match and sort objects.								
* Children provide daily care for plants and animals.								
* Children recognize, describe, copy, extend, and create patterns concretely and pictorially.								
* Children generate problems that involve collecting and analyzing information.								
* Children use estimation to record information to make better guesses.								
* Children use quantity-related words within the context of their own language structure.								
* Children show an understanding of the concepts of time, beginning with the recognition of time as a sequence of events.								
* Children record their work with numbers in a variety of formats at the concrete, pictorial, and symbolic levels.								
* Children classify and order materials, events, and phenomena according to attributes and properties.								
* Children utilize discovery learning by predicting what they think will happen, test out their predictions, and evaluate the results of their experiments.								
Notes/Comments:								

B-7d. - Staff encourage children's language development.	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
Infants/younger toddlers: Look at simple books and pictures. Talk to, sing to, and play with babies throughout the day. Label objects and events. Use action rhymes. Encourage imitation by repeating child's gestures and attempts at words. Play verbal games, have informal conversations. Respond to sounds infant makes.								
Older toddlers/preschoolers: Read books, tell stories about experiences, talk about pictures. Provide time for conversation, ask questions that require more than one-word answers. Answer children's questions. Add more information to what child says. Label things in room, use written words with pictures and spoken language. Use flannel board, puppets, songs, finger plays.								
Primary students: Provide opportunities to read books. Write and produce plays, publish newspapers, write stories and poetry. Share experiences with friends or adults. Use audio-visual equipment such as tape recorders.								
* Language activities are integrated throughout daily experiences.								
* Activities and materials are adapted to encourage all children to use their receptive and expressive language abilities (communication boards, touch talkers, voice amplification systems, magnifiers, word processors.)								
* Staff provide children with a variety of ways to read, write, listen and speak related to their interests and abilities.								

<b>B-7d. - Staff encourage children's language development.</b>	<b>EVALUATION</b>			<b>STATUS</b>			<b>NEED</b>	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
* Children's literature including poetry, nursery rhymes, and folk tales, is used often for enjoyment as well as to supplement children's real life experiences related to curricular topics.								
* Children's names are a focal point of daily print used in activities with older preschoolers and kindergarteners.								
* Oral language activities and playful language such as chants, poems, nursery rhymes, and songs are a regular part of the program.								
* Children share stories on a regular basis including repetition of old favorites and new material in small groups, at listening centers, with older children and with adults.								
* Older children read on their own as well as being read to on a daily basis.								
* Skill work done in reading/writing is always related to the whole context of the children's writing or the story used.								
* Sample activities might include: language experience stories, taped stories, film/filmstrips, creative drama, picture stories, cooking activities, and flannel board activities.								
* Staff demonstrate the relationship between the written and spoken word daily by reading to children, taking children's dictation, labeling natural objects and helping children write their own phrases.								
* Staff use appropriate written symbols while working with children.								

B-7d. - Staff encourage children's language development.	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
* Staff write out children's ideas, thus relating the spoken word to the written word (e.g., descriptions of work, titles of drawings).								
* Staff provide a variety of interesting activities for children other than workbooks to develop language, listening and reading ability.								
* Staff introduce a variety of literary forms such as storybooks, poems, big books, newspapers, magazines, catalogues, and signs.								
* Staff encourage and praise children's attempts at using written/symbolic language for the spoken word.								
* Children use written and/or illustrative forms of language to express themselves.								
* Children invent spellings to represent spoken words.								
* Children dictate stories or statements to adults.								
* Children interpret written/illustrative communication verbally.								
* Children write, draw pictures, and/or dictate stories in journals or other recordkeeping devices on a regular basis.								
Notes/Comments:								

B-7e. - The program enhances children's physical development.	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
Infants/younger toddlers: Provide open carpeted space for crawling. Provide low sturdy furniture for child to pull up self or hold on to while walking. Provide outdoor activities for infants. Provide objects for infants to reach for and grasp. Allow mobile infants to move about freely, play with and explore the environment.								
Older toddlers/preschoolers: Provide time and space for active play such as jumping, running, balancing, climbing, riding tricycles. Provide creative movement activity using obstacle course or activity songs and records. Provide fine-motor activities such as stacking rings, pop beads, pegboards, and puzzles for toddlers; include lacing cards and woodworking for preschoolers.								
* Movement is the framework through which the physical education of children can be facilitated.								
* Movement is not limited to a specific time frame but is integrated daily throughout the program.								
* Staff provide activities which support both small and large muscle development.								
* Staff provide a variety of activities for boys and girls to play together, take turns, and assist others so that all can contribute.								
* Staff provide opportunities where children can improve their physical movement skills through practice.								
* Staff provide opportunities where children can participate in vigorous, sustained physical activity to develop strength and stamina.								

<b>B-7e. - The program enhances children's physical development.</b>	<b>EVALUATION</b>			<b>STATUS</b>			<b>NEED</b>	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
* Staff facilitate activities which develop children's ability to jump, run, balance, climb, walk, skip, gallop, and slide, using a variety of outdoor equipment.								
* Staff facilitate activities which develop children's ability to throw, catch, and kick balls.								
* Staff teach concepts using the five senses, whenever possible.								
* Children practice assembling, tracing, cutting, using utensils, sewing, lacing, and buttoning with a variety of objects.								
* Children use manipulative materials such as door knobs, pencils, markers, clothespins, and marbles to develop dexterity.								
* Children practice crafts such as paper weaving and tearing, modeling, and sewing.								
* Children participate in individual and team activities regardless of who wins and who doesn't.								
* Children explore and investigate the environment.								
* Children participate in movement activities involving balance and weight transference. (e.g., balance, climbing, gymnastics).								
Notes/Comments:								
<b>B-7f. - Staff encourage and demonstrate sound health, safety and nutritional practices.</b>	<b>EVALUATION</b>			<b>STATUS</b>			<b>NEED</b>	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
* Cook and serve a variety of nutritious foods.								



<b>B-7f. - Staff encourage and demonstrate sound health, safety and nutritional practices.</b>	<b>EVALUATION</b>			<b>STATUS</b>			<b>NEED</b>	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
* Discuss good nutrition with children and families.								
* Provide activities to develop safety awareness in the center, school, home and/or community.								
* Encourage health practices such as washing hands, brushing teeth, getting regular exercise and enough rest.								
* Present information about visiting doctor and dentist with children.								

Notes/Comments:

<b>B-7g. - Staff encourage creative expression and appreciation for the arts.</b>	<b>EVALUATION</b>			<b>STATUS</b>			<b>NEED</b>	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
<u>Infants/younger toddlers:</u> Encourage scribbling with crayons, chalk and markers; use music, records, tapes and CD's; sing to baby; dance, sway; fingerpaint with shaving cream								
<u>Older toddlers/preschoolers:</u> Do creative art activities such as brush painting, drawing, collage, and playdough; Provide time and space for dancing, movement activities, creative dramatics; Do musical activities such as singing, listening to records, tapes, CD's, playing instruments.								
<u>Primary students:</u> Provide planned and spontaneous activities in the arts such as mural and easel painting, ceramics, woodworking, weaving. Encourage dancing, creative dramatics, record/tape/CD playing, singing, playing instruments.								

Notes/Comments:

B-7h. - Staff encourage respect for cultural diversity.	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
* Use holiday activities as a part of many other activities about a cultural group.								
* Present holidays as a part of people's daily lives and beliefs, and connect them to individual children and their families.								
* Honor every group (both children and staff) that is represented in the program.								
* Do not assume everyone from an ethnic group celebrates holidays the same way.								
* Demonstrate respect for each family's traditions throughout the curriculum.								
* Plan strategies for working with children whose family's beliefs do not allow for participation in celebrations.								
* Do not assume ethnic background of children/adults based on their appearance.								
* Children's experiences prior knowledge, interest and curiosity are used as a basis for cultural exploration.								
* The unique cultural qualities of all people are recognized and reinforced.								
* Unbiased children's literature, display items, materials and activities are carefully selected.								
* The immediate culture and neighborhood are used extensively in activities and projects as a reflection of the children's immediate culture.								
* Contributions of all cultures are incorporated into activities, projects and topics of study.								
Notes/Comments:								

<b>B-8. - Staff provide time for children to select their own activities and materials throughout the day.</b>	<b>EVALUATION</b>			<b>STATUS</b>			<b>NEED</b>	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
* Infants and toddlers have free choice of materials.								
* Several alternative activities are available for preschooler's choice.								
* Staff respect the child's choice not to participate in some activities.								
* Teachers pick up on activities that children start or interests that children show.								
* Primary students help prepare materials, plan and choose their own activities most of the time.								
Notes/Comments:								
<b>B-9. - Transitions within the program are planned and utilized as opportunities for learning.</b>	<b>EVALUATION</b>			<b>STATUS</b>			<b>NEED</b>	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
<b>B-9a. - Staff conduct smooth and unregimented transitions between activities.</b>								
	<b>EVALUATION</b>			<b>STATUS</b>			<b>NEED</b>	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
* A signal about impending transitions is provided for all children.								
* Children are kept cognitively and/or physically occupied while making transitions, e.g., singing songs, moving to music, fingerplays, role playing, classifying themselves by an observable characteristic (all children wearing purple).								
* Children are not always required to move as a group from one activity to another.								
* Staff provide materials and time for children to select their own activities during the day.								

<b>B-9a. - Staff conduct smooth and unregimented transitions between activities.</b>	<b>EVALUATION</b>			<b>STATUS</b>			<b>NEED</b>	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
* Situations where all children must do the same thing at the same time are avoided.								
* Direct and specific statements are made to children about what occurs next.								
* Children are helped to learn and have fun during transitions.								
* To avoid waiting, the new activity is prepared before the transition from the completed activity.								
* Primary students help plan and participate in the change of activity.								
* Staff perceive transitions as organized, purposeful and motivating times to learn.								
Notes/Comments:								
<b>B-9b. - Staff are flexible enough to change planned or routine activities.</b>	<b>EVALUATION</b>			<b>STATUS</b>			<b>NEED</b>	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
* Staff follow needs or interests of the children.								
* Staff adjust to changes in weather or other unexpected situations in a relaxed way without upsetting children.								
Notes/Comments:								

B-10. - Routine tasks such as diapering, toileting, eating, dressing, and sleeping are handled in a relaxed and individual manner.	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
* Routine tasks are used as opportunities for pleasant conversation and playful interaction to bring about children's learning.								
* Self-help skills are encouraged as children are ready.								
* Routines are tailored to children's needs and rhythms as much as possible.								
* Staff respectfully provide privacy in matters of personal hygiene and care.								
Notes/Comments:								

## C. Family-Staff Partnership

**GOAL:** Families are well informed about the program and are welcomed as contributors as well as observers. Families and staff interact on an on-going basis to ensure a strong quality program.

**RATIONALE:** Young children are integrally connected to their families. Programs can best meet the needs of children when they also recognize the importance of the child's family and develop strategies to work effectively with families. All communication between programs and families should be based on the concept that parents are the principal influence in their children's lives.

C-1 - The program has a written plan that defines parent participation in the program.	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource

Notes/Comments:

C-1a. - Information about the program is given to new and prospective families.	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
* Information for parents is provided in lay terms, in the family's native language, and through a variety of communication methods.								
* A process is used to inform families about community resources such as parent groups, hot line numbers, opportunities for continuing education, and mental health resources.								
* A variety of formats is utilized to inform families about these resources (e.g., handbooks, videos).								
* Written information is provided, in the family's native language, for parents about such topics as health, individualized learning plans (IEP) or Individualized Family Service Plans (IFSP), parent and child rights, resources and transitions.								

C-1a. - Information about the program is given to new and prospective families.	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
* Options are presented for services through public providers such as the School District, Head Start, Health Department.								
* Information is provided about privately funded services such as Community Child Care, Health Services.								
* Families having children with special needs are presented with options for the scheduling of the staffing, such as time, place, and persons to be invited.								

Notes/Comments:

C-1b. - Activities in the home and the early childhood program compliment and reinforce each other.	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
* Developmentally appropriate techniques are demonstrated for parents to use at home.								
* Staff listen to parents and utilize information about positive strategies that work at home.								
* There is a formal process for home-school communication (e.g., newsletters, back-and-forth books, home visits, parent meetings)								

Notes/Comments:

<b>C-2. - A family-centered process is used for orienting children and parents to the program (e.g., pre-enrollment visit, parent orientation meeting, gradual introduction of children to the center.</b>	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
* A staff person is available as a primary contact for each family.								
Notes/Comments:								
<b>C-3. - Staff and parents communicate about child-rearing practices, including cultural influences, to minimize potential conflicts and confusion for children.</b>	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
* Information provided to parents about child development is consistent within established parameters of childhood growth and development. Individual child differences in attaining those parameters are acknowledged and supported.								
Notes/Comments:								
<b>C-4. - The program's policy openly encourages parent involvement.</b>	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
Notes/Comments:								
<b>C-4a. - Parents are welcome at all times (e.g., to observe, eat lunch with a child, or volunteer in the classroom.</b>	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
* Parents are valued as observers and participants.								
* Welcome signs or other signs indicate that parents are important.								



C-4a. - Parents are welcome at all times (e.g., to observe, eat lunch with a child, or volunteer in the classroom).	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
* Parent/community volunteers are solicited and recognized.								
* Parent/community volunteer training is provided.								

Notes/Comments:

C-4b. - Parents and other family members are encouraged to be involved partners in the program in various ways.	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
* Each family defines how it will participate (e.g., parent interest questionnaire)								
* The program accepts and values the different levels of participation of families.								
* There are a variety of opportunities to encourage family participation.								
* Staff is receptive to parents as advocates for their child.								
* Staff and families work together to develop communication and advocacy skills.								
* Staff and family have opportunity to share cultural values.								
* Staff recognize and are sensitive to the diversity of changing family structures.								
* Community involvement projects are showcased in the program (e.g., voter registration drives clean-up days, health fairs, food donation drives).								

Notes/Comments:

<b>C-4c. - The program has an active advisory council.</b>	<b>EVALUATION</b>			<b>STATUS</b>			<b>NEED</b>	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
* The list of advisory council members is posted in the facility and sent home to each family.								
* Parents are members of the advisory council.								
* Parents are involved at all levels on the council, including significant decision-making procedures.								
* Parent representatives participate in the annual review of budget, program plans, personnel policies.								
* Training is provided for all advisory council members.								
* Advisory council members are appointed for staggered terms of service.								
* Council members are trained to be active participants in the self-evaluation process.								
Notes/Comments:								
<b>C-5. - The program has developed a system to document and maintain an ongoing communication process such as home visits, telephone calls, written communication.</b>	<b>EVALUATION</b>			<b>STATUS</b>			<b>NEED</b>	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
* A verbal and/or written system is used for sharing day-to-day happenings that affect children.								
* Caregivers and parents talk regularly about a child's physical or emotional state.								

C-5. - The program has developed a system to document and maintain an ongoing communication process such as home visits, telephone calls, written communication.	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
* Scheduled conferences are held at least twice a year and at other times, as needed, to discuss children's progress, accomplishments, and difficulties at home and in the program.								
* Parents are informed about the program through regular newsletters, bulletin boards, frequent notes, telephone calls, home visits, advisory council committee meeting notes, and other similar measures. These resources, along with notices of other community events are available in a designated parent area of the facility.								
Notes/Comments:								

## D. Staff Qualifications and Development

**GOAL:** *The program is staffed by adults who understand child development and who recognize and provide for children's needs.*

**RATIONALE:** *The quality of the staff is the most important determinant of quality in an early childhood program. Research has found that staff training in childhood development and/or early childhood education is related to positive outcomes for children such as increased social interaction with adults, development of pro-social behaviors and improved language and cognitive development.*

D-1 - Staff qualifications need to be consistent for early childhood care and education professionals regardless of setting or funding source (public school, private or public center, family child care home, Head Start).	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource

Notes/Comments:

D-1a - The program is staffed by individuals who are 18 years of age or older, who have been trained in Early Childhood Education/Child Development, and who demonstrate the appropriate personal characteristics for working with children as exemplified in the criteria for Interactions among Staff and Children (section A), and for Curriculum (Section B).	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource

If staff members are between 16-18 years of age, they must receive a specific orientation, work with children under supervision of qualified staff, and have an individual ongoing training plan.

Notes/Comments:

D-1b. - Staff who are in charge of a group of children should have at least a Child Care Professional Credential (CCP), Child Development Associate Credential (CDA), or an associate degree in Early Childhood Education/Child Development.	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource

Notes/Comments:

<b>D-1c. - In cases where staff members do not meet the specified qualifications, a training plan and timeline, both individualized and program-wide, have been developed and is being implemented for those staff members. The training is appropriate to the age group with which the staff member is working.</b>	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource

Notes/Comments:

<b>D-1d. - Volunteers should be 16 years of age or older, receive orientation, and only work with children under supervision of qualified staff members.</b>	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource

Notes/Comments:

<b>D-1e. - Teaching assistants play a significant role in the education of young children.</b>	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource

Notes/Comments:

<b>D-1f. - Teaching assistants and volunteers work with appropriately qualified staff to design and carry out services.</b>	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource

Notes/Comments:

<b>D-2. - An early childhood educator is employed to direct the educational program of children birth through eight. The qualifications of an early childhood educator are a baccalaureate degree in Early Childhood Education/Child Development and at least three years of full-time teaching experience with young children, and/or a graduate degree in ECE/CD. This individual may be the classroom teacher, early childhood coordinator, building principal or center director.</b>	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource

Notes/Comments:

<b>D-3. - New staff are adequately oriented about the goals and philosophy of the program, emergency health and safety procedures, the reporting of child abuse, special needs of children assigned to the staff member's care, procedures for handling discipline in the program and planned daily activities of the program.</b>	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource

Notes/Comments:

<b>D-4. - The program assists its staff in keeping up-to-date about current information and in continuing the professional development of its members.</b>	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource

Notes/Comments:

D-4a - The program provides quality training opportunities for staff to improve skills and to move towards the next level of competence in working with children and families. (See lattice in Section L, Appendix II, for a description of the various qualifications, roles and responsibilities of early childhood professionals).	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
* Staff take part in regular ongoing training and professional development.								
* Training includes workshops and seminars, visits to other programs, resource materials, in-service sessions and/or course work.								
Notes/Comments:								
D-4b. - Training addresses the following areas of competency.	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
* Child growth and development								
* Healthy safe environments: medical well-being, nutrition, creating a safe, healthy environment, child protection/detecting and reporting child abuse.								
* Developmentally appropriate practice								
* Guidance and discipline techniques								
* Family relationships								
* Cultural and individual diversity								
* Professionalism								
* Observation and assessment								
* Linkages with community services								
* Approaches and strategies for working with adults								
* Fiscal management								
* Personnel management								
* Supervision								

* Other areas as needed								
Notes/Comments:								
D-5. - Accurate and current records are kept of staff qualifications, including transcripts, certificates, or other documentation of continuing in-service education.	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
Notes/Comments:								



## E. Administration

**GOAL:** The program is efficiently and effectively administered with attention to the needs and desires of children, parents and staff.

**RATIONALE:** The way in which a program is administered affects all the interactions within the program. Effective administration creates an environment that facilitates the provision of good quality care for children. Effective administration includes good communication among all involved persons, positive community relations, fiscal stability and attention to the needs and working conditions of staff members.

**E-1. - At least annually, the administrator, staff and parents identify the strengths and weaknesses of the program and set program goals for the year.**

EVALUATION			STATUS			NEED		
Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource	

Notes/Comments:

**E-1a. - A written procedure which describes the ongoing self-evaluation process of this quality standards document is developed and implemented to assure that specific program goals and activities are completed in a timely manner.**

EVALUATION			STATUS			NEED		
Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource	

Notes/Comments:

**E-2. - The program has written policies and procedures for operating, including information about hours, fees, illness, holidays and refunds.**

EVALUATION			STATUS			NEED		
Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource	

Notes/Comments:

**E-3. - The program has written policies including job descriptions and information about recruitment, compensation, benefits, resignation and termination, grievance procedures and rules of a drug-free workplace.**

EVALUATION			STATUS			NEED		
Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource	

Notes/Comments:

<b>E-4. - The program has policies and procedures in place to deal with parent concerns.</b>	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
Notes/Comments:								
<b>E-5. - Benefits for full-time staff include medical insurance coverage, sick leave, annual leave and Social Security or some other retirement plan.</b>	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
Notes/Comments:								
<b>E-6. - Records are kept about the program and its related operations such as attendance records of staff and children, health files, confidential personnel files and minutes of advisory council meetings.</b>	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
Notes/Comments:								
<b>E-7. - The following policies are in place regarding governance.</b>	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
* When the program is governed by a board of directors, the program has written policies defining roles and responsibilities of board members and staff.								
* Board members and other administrators such as school principals, CEO's and directors are informed about the elements and methods involved in implementing a high quality, developmentally appropriate program.								
Notes/Comments:								
<b>E-8. - The following policies are in place regarding fiscal records:</b>	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
* Fiscal records are kept with evidence of long-range budgeting and sound financial planning.								

<b>E-8. - The following policies are in place regarding fiscal records:</b>	<b>EVALUATION</b>			<b>STATUS</b>			<b>NEED</b>	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
* Operating budgets are prepared annually and there is a quarterly reconciliation of expenses to budget.								
* When multiple funding sources are used to establish a program, there is written documentation which delineates expenses according to the specific budget of each funding source.								
* An annual process is in place to review the budget, and an opportunity for public comment is provided.								

Notes/Comments:

<b>E-9. - As a part of the administration of the program, insurance protection is provided.</b>	<b>EVALUATION</b>			<b>STATUS</b>			<b>NEED</b>	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
<b>E-9a. - The following policies are in place regarding insurance:</b>								
* Accident protection and liability insurance coverage is maintained for children and adults.								
* Vehicle insurance is maintained for any vehicle owned or leased by the facility which is used to transport children.								

Notes/Comments:

<b>E-9b. - When determining whether transportation is provided for an individual child, the program considers the following:</b>	<b>EVALUATION</b>			<b>STATUS</b>			<b>NEED</b>	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
* Proximity of the program and services to the child's home.								
* Means by which other children in the program get to and from the program and services.								
* Ability of the family to transport the child, including the benefit of regular and ongoing communication between family and staff that occurs when families transport their own children.								
* Possibilities for walking, carpooling, or other typical alternatives.								

* Special transportation for nonambulatory transportation services.								
* The eligibility requirements of special transportation services.								
Notes/Comments:								
<b>E-9c. - If a child must be transported in a bus or van, the program assures that children are safe by:</b>	<b>EVALUATION</b>			<b>STATUS</b>			<b>NEED</b>	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
* Arranging sufficient adult assistance								
Notes/Comments:								
<b>E-9d. - All children are transported by licensed drivers in insured vehicles.</b>	<b>EVALUATION</b>			<b>STATUS</b>			<b>NEED</b>	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
* A process is established whereby volunteer drivers demonstrate that they are licensed and that their vehicles are insured.								
Notes/Comments:								
<b>E-9e. - The program provides maximum flexibility for parents by permitting parents to determine a consistent place for the child to be picked up and dropped off, including the child's home, a sitter's home, or elsewhere, if the location is within a reasonable distance of where services are being provided.</b>	<b>EVALUATION</b>			<b>STATUS</b>			<b>NEED</b>	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
Notes/Comments:								
<b>E-10. - Staff communicate openly with each other, with other members of their same-age team, and with members of teams teaching younger and older children.</b>	<b>EVALUATION</b>			<b>STATUS</b>			<b>NEED</b>	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
Notes/Comments:								

<b>E-10a. - Staff and administrators communicate frequently.</b>	<b>EVALUATION</b>			<b>STATUS</b>			<b>NEED</b>	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
Notes/Comments:								
<b>E-10b. - Staff plan and consult together.</b>	<b>EVALUATION</b>			<b>STATUS</b>			<b>NEED</b>	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
Notes/Comments:								
<b>E-10c. - Regular staff meetings are held for staff to consult on program planning, plan for individual children, and discuss working conditions. (These may be meetings of individual teams or full staff).</b>	<b>EVALUATION</b>			<b>STATUS</b>			<b>NEED</b>	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
Notes/Comments:								
<b>E-10d. - Staff are provided with paid planning and program meeting time.</b>	<b>EVALUATION</b>			<b>STATUS</b>			<b>NEED</b>	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
Notes/Comments:								
<b>E-10e. - The program acknowledges that teaching assistants play a significant role in the education of young children.</b>	<b>EVALUATION</b>			<b>STATUS</b>			<b>NEED</b>	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
* Teaching assistants and volunteers carry out services designed and supervised by appropriately certified staff.								
Notes/Comments:								
<b>E-11. - Staff are provided with space and time away from the supervision of children during the day. (When staff work directly with children for more than four hours, they are provided breaks of at least 15 minutes in each four-hour period.)</b>	<b>EVALUATION</b>			<b>STATUS</b>			<b>NEED</b>	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
Notes/Comments:								

E-12. - The following policies are in place regarding confidentiality on information.	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
* Staff keep information about children, families and associates confidential.								
* Staff refrain from commenting about children or families in the presence of other adults or children.								
Notes/Comments:								
E-13. - The program has policies and procedures in place which assure that the program runs smoothly when administrative staff are not available. As a result, all staff members know who is responsible in the administrator's absence.	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
* Each program encourages professional development activities which ensure a smooth transition within the facility, should staff members leave or change roles.								
* In order to facilitate new leadership, the administrator is responsible for identifying and developing training for people, both within and outside the program, who may become competent, quality administrators								
* Each program provides a variety of ways for developing the expertise of staff member in cross training, team-building and management training (budget, staff supervision, conflict resolution).								
Notes/Comments:								
E-14. - The program has policies and procedures in place to deal with emergency situations.	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
* In the event of the administrator's absence, an appropriate person on-site is designated to assume authority and to take action in an emergency.								
Notes/Comments:								

E-15. - Staff and parents are knowledgeable about the transition policy and actively participate in its implementation.	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
E-15a. - The program has a formal child-centered policy regarding transitions for children entering and leaving the program, including the following elements:	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
* Timelines for placement and enrollment.								
* Release time for staff to participate in transition planning and activities.								
* Definition of roles and responsibilities of all those involved in the transitions.								
* Respect for a family's individual reaction to change.								
* Interagency coordination and cooperation.								
* Release of records with parent permission and in a timely manner.								
* Current and appropriate assessments from other providers and settings if available.								
* A written health care plan for children with special health needs.								
Notes/Comments:								
E-15b. - To ensure a smooth transition process for the child and family, transition planning:	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
* Begins at least six to nine months prior to placement of the child in a new setting								
* Involves parents and the teaching team from the child's current, future or past programs.								
* Includes a health professional if the child has special health care needs								
* Enables family members to participate as active, equal partners in planning their child's transitions, taking into consideration their desired role and level of participation								

<b>E-15b. - To ensure a smooth transition process for the child and family, transition planning:</b>	<b>EVALUATION</b>			<b>STATUS</b>			<b>NEED</b>	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
* Includes a written transition plan for a child with disabilities, which is a part of or attached to the child's IFSP/IEP.								
* Provides parents with all information about their child that is received by staff including:								
-- their child's strengths, needs and legal rights								
-- resources and options for which the child may be eligible								
-- possible receiving programs and assistance to families in arranging visits to these programs								
-- resources available for families								
* Allows the parent-professional team the option of selecting individuals from a list of people, in both the sending and receiving programs, who may possibly facilitate the transition process.								
* Analyzes the different demands that next learning environments will place on children.								
* Provides opportunities for follow-up and future support in case a family has questions after the transition.								
Notes/Comments:								
<b>E-15c. - The program encourages the receiving program to:</b>	<b>EVALUATION</b>			<b>STATUS</b>			<b>NEED</b>	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
* Welcome families for pre-enrollment visits								
* Involve the receiving teacher								
* Orient the child and family to the new setting in a supportive way and in the family's native language								
* Adapt the environment as needed to help the child to learn								
Although this process is required for all young children with disabilities and their families, it is recommended that it be followed for <u>all</u> children and families. Notes/Comments:								



<b>E-16. - The program is knowledgeable about the diverse elements which make up its community.</b>	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
Notes/Comments:								
<b>E-16.a. - When defining a child's community, groups that make up the community have been clearly identified, including all families in the program, peers in school, administrators, teachers, support staff and other agencies' personnel involved with the child and family.</b>	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
Notes/Comments:								
<b>E-16.b. - Staff and program reflect the cultural and ethnic population of the children in the program.</b>	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
Notes/Comments:								
<b>E-16c. - Community and interagency participation has been defined: It is essential to have active involvement in an early childhood program by a broad range of individuals, businesses, and organizations, in ways that are meaningful and relevant to the lives and learning of children and their families.</b>	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
* The program is responsive to the needs of the community.								
* The program has explored the values, special interests and diversity of the community.								
* The program has assisted with building communication and community among diverse groups.								
* Ongoing activities are developed to involve men as well as women and people of all ages, incomes, cultures and ethnic origins.								

E-16c. - Community and interagency participation has been defined: It is essential to have active involvement in an early childhood program by a broad range of individuals, businesses, and organizations, in ways that are meaningful and relevant to the lives and learning of children and their families.	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
* Ongoing plans are developed that involve the local business community.								
* Written agreements or contracts are developed to assure continuation of services (e.g., Head Start/LEA agreements) from year to year.								

Notes/Comments:

E-16d. - The administrator (or other designated person) is familiar with and makes appropriate use of community resources including: social services; mental and physical health agencies; and educational programs such as museums, libraries and neighborhood centers.	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource

Notes/Comments:

## F. Staffing Patterns

*GOAL: The program is sufficiently staffed to meet the needs of and promote the physical, social, emotional, and cognitive development of children.*

*RATIONALE: An important determinant of the quality of a program is the way in which it is staffed. Well-organized staffing patterns facilitate individualized services. Research strongly suggests that smaller group sizes and larger ratios of staff to children are related to such positive outcomes for children as increased interaction among staff and children, and less aggression and more cooperation among children.*

<b>F-1 - The number of children in a group is limited to facilitate staff-child interaction and constructive activity among children. Groups of children may be age-determined or multi-age and include children with a variety of needs.</b>	<b>EVALUATION</b>			<b>STATUS</b>			<b>NEED</b>	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
* For children ages birth - 2 1/2, the staff/child ratio is 1:3.								
* For children ages 2 1/2 - 4, the staff/child ratio is 1:6.								
* For children ages 4-6, there is a maximum of 15 children in a classroom with a ratio of one teacher and one other adult per class.								
* For children ages 6-8, the staff/child ratio is 1:12.								
* For programs serving multi-age groups of children ages 3-5, there is a maximum of three children with disabilities in the classroom. However, there may be fewer children with special needs depending upon the severity of the children's needs, the qualifications and experience of the staff, and the support services available.								

Notes/Comments:

<b>F-2 - Both group size and staff/child ratio are determined on the basis of the number and ages of children enrolled.</b>	<b>EVALUATION</b>			<b>STATUS</b>			<b>NEED</b>	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource

Notes/Comments:

<b>F-2a - Sufficient staff with responsibility for working directly with children are available to provide frequent personal contact, meaningful learning activities and supervision, and to offer immediate care as needed.</b>	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
Notes/Comments:								
<b>F-2b - Substitutes are provided to maintain staff/child ratios when regular staff is absent.</b>	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
Notes/Comments:								
<b>F-3 - Young children develop optimally through close, affectionate relationships with other people, particularly adults.</b>	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
Notes/Comments:								
<b>F-3a - Each staff member has chief responsibility for and develops a deeper attachment to an identified group of children.</b>	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
Notes/Comments:								
<b>F-3b - Every attempt is made to have continuity of adults who work directly with children, particularly infants and toddlers.</b>	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
Notes/Comments:								
<b>F-3c - Infants and toddlers spend the majority of the time interacting with the same adult each day.</b>	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
Notes/Comments:								

<b>F-4 - A majority of the child's day is spent in activities utilizing recommended group size limitations, while minimizing the number of transitions or regroupings children experience.</b>	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
Notes/Comments:								
<b>F-5 - Every effort is made to have at least one adult available in the program to communicate in the family's native language when one child speaks a language different than the rest of the children.</b>	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
Notes/Comments:								

## G. The Role and Function of the Teaching Team

**GOAL:** *The teaching team facilitates the provision of learning activities for all children. The teaching team values the interactivity of its members while working together towards a common goal. Activities are both pre-planned and responsive to the spontaneous initiatives of children. The teaching team accepts each child where she/he is; addresses individual needs in interactive, positive ways; and fosters self-esteem and social/emotional growth.*

**RATIONALE:** *Children gain knowledge when they are provided opportunities for meaningful interaction with people and materials, for engaging in active experimentation, for making "constructive error," and for having repeated experiences and "real" problems to solve. Children learn through play and through social interaction with adults and other children. A well functioning team devotes time to its planning and development. Through active involvement as guides and facilitators, the teaching team supports the individual child's development and potential as the child moves from dependence to independence.*

**G-1 - A dynamic teaching team includes all individuals who interact with the children on a regular basis. For example, this team could include the teacher, teacher assistant, health care provider and others.**

EVALUATION			STATUS			NEED	
Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource

Notes/Comments:

**G-1a - The family is aware of its importance to the team and actively participates whenever possible.**

EVALUATION			STATUS			NEED	
Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource

Notes/Comments:

**G-1b - Individual team members reflect the diversity of their community.**

EVALUATION			STATUS			NEED	
Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource

Notes/Comments:

**G-2 - The team has established and ongoing process to determine how it will function.**

EVALUATION			STATUS			NEED	
Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource

Notes/Comments:

<b>G-2a - Team members are respected for their individual contributions.</b>	<b>EVALUATION</b>			<b>STATUS</b>			<b>NEED</b>	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
Notes/Comments:								
<b>G-2b - The team recognizes the importance of personal growth and professional development.</b>	<b>EVALUATION</b>			<b>STATUS</b>			<b>NEED</b>	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
Notes/Comments:								
<b>G-2c - In multi-age settings, the early childhood teaching teams play an integral role in the success of the broader environment.</b>	<b>EVALUATION</b>			<b>STATUS</b>			<b>NEED</b>	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
Notes/Comments:								
<b>G-2d. - The teaching team has developed a variety of strategies to implement the process.</b>	<b>EVALUATION</b>			<b>STATUS</b>			<b>NEED</b>	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
* The team has regular scheduled planning time.								
* The professional development plan includes team building activities.								
* The team periodically assesses its ability to function as a team.								
Notes/Comments:								
<b>G-3. - The teaching team provides an environment which has a variety of materials.</b>	<b>EVALUATION</b>			<b>STATUS</b>			<b>NEED</b>	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
* The team provides supplies and materials which promote higher levels of thinking in children.								
* The team encourages new ways of using early childhood materials.								
* The team maintains and replenishes supplies and materials on a daily basis.								

* The team makes a wide variety of children's literature available so that all children in the program are motivated to participate in pre-reading and reading activities. Selections represent a wide variety of cultures, interests and abilities.								
Notes/Comments:								
<b>G-4. - The teaching team develops and adheres to a curriculum process in which curriculum is integrated, multiple experiences are available, blocks of time are designated for hands-on exploration, and children question and apply what they learn.</b>	<b>EVALUATION</b>			<b>STATUS</b>			<b>NEED</b>	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
* The team plans an environment in which children may choose self-directed activities.								
* The team sets up the learning environment so that children can achieve an outcome in more than one way.								
* The team provides developmental activities which relate to the real experience and world of the child.								
* The team emphasizes activities which develop the thinking process of the child, not the product which may be a result.								
* The team emphasizes conceptual rather than rote learning.								
* The team models the continuous thinking about a topic/idea beyond one solution/answer as learning occurs.								
* The team provides a variety of learning experiences to encourage experimentation and exploration.								
* The team adapts materials for use by all children.								
* The team provides ongoing observation, recording, and evaluation of each child's growth and development for the purpose of planning activities to suit individual needs.								
* The team constructs an incremental learning process leading to clearly defined goals.								
* The team values the progress of children's performance at each increment.								



<b>G-4. - The teaching team develops and adheres to a curriculum process in which curriculum is integrated, multiple experiences are available, blocks of time are designated for hands-on exploration, and children question and apply what they learn.</b>	<b>EVALUATION</b>			<b>STATUS</b>			<b>NEED</b>	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
* The team uses discussion and the opportunity to think aloud to guide children in identifying thinking processes (metacognition) and to investigate children's understanding.								
* The team provides children with opportunities to confer with one another and with the teacher to evaluate individual and group learning.								
* The team provides appropriate guidance while children are using equipment and materials (playground) to promote children's physical growth.								
* The team continually and systematically reviews assessments, modifying and planning for individual instruction.								

Notes/Comments:

<b>G-5. - The teaching team provides children with opportunities to learn through social interaction with adults and other children.</b>	<b>EVALUATION</b>			<b>STATUS</b>			<b>NEED</b>	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
* The team invites the social interaction of all children.								
* The team creates situations that motivate the initiation of child-to-child interactions.								
* The team uses classroom management techniques which are non-threatening, non-humiliating, and always respect the dignity of the child.								
* The team provides strategies to assist children in entering social situations.								
* The team helps children resolve their own social conflicts and realize how others feel about conflict situations.								
* The team promotes child-to-child mutual cooperative learning.								

Notes/Comments:

<b>G-6. - The teaching team communicates openly and effectively with children and their families.</b>	<b>EVALUATION</b>			<b>STATUS</b>			<b>NEED</b>	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
* The team models the use of diversified communication (talking, writing, illustrating, messages).								
* the team uses effective modeling, questioning, and elaboration strategies to help children expand their listening and speaking vocabularies.								
* The team demonstrates that the written word is the symbolic form of the spoken word.								
* The team provides accurate and positive feedback to children.								
* The team facilitates meetings with the family and classroom team for discussion and assessment of each child's individual progress.								

Notes/Comments:

<b>G-7. - The teaching team utilizes observation and assessment practices which reflect developmental principles, and which are integrated and used to benefit each child.</b>	<b>EVALUATION</b>			<b>STATUS</b>			<b>NEED</b>	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
* The team plans for future activities by observing and evaluating how children interact with present materials and activities.								
* The team uses observation of open-ended tasks and questions as part of their assessments.								
* The team uses checklists containing positively stated, well defined behaviors.								
* The team uses photographs and videotapes to record children's actual construction and performance.								
* The team provides opportunities for children to assess attitudinal, cognitive and affective aspects of their experiences.								
* The team shares learner goals and indicators with children to help them monitor their own progress and formulate goals with teachers and parents.								

G-7. - The teaching team utilizes observation and assessment practices which reflect developmental principles, and which are integrated and used to benefit each child.	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
* The team regularly saves selected children's writing and art work as part of their portfolios; children are involved in the selection process.								
* The team continually updates curriculum as a result of assessment review.								
Notes/Comments:								

## H. Physical Environment

**GOAL:** *The indoor and outdoor physical environment fosters optimal growth and development through opportunities for exploration and learning..*

**RATIONALE:** *The physical environment affects the behavior and development of the people, both children and adults, who live and work in it. The quality of the physical space and materials provided affects the level of involvement of the children and the quality of interaction between adults and children. The amount, arrangement, and use of space, both indoors and outdoors, are to be evaluated regularly.*

<b>H-1 - The indoor and outdoor environments have appropriate amounts of space.</b>	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource

Notes/Comments:

<b>H-1a. - There is enough usable space indoors so children are not crowded.</b>	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource

Notes/Comments:

<b>H-1b - There is enough usable space for outdoor play for each age group.</b>	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource

Notes/Comments:

<b>H-1c - When necessary, physical space has been modified to meet the needs of individual children (refer to the Americans With Disabilities Act and Section 504 of the Rehabilitation Act of 1973).</b>	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource

Notes/Comments:

<b>H-2 - Space is arranged to accommodate children individually, in small groups and in a large group.</b>	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource

\* There are clear pathways for children to move from one area to another without disturbing activities.

* Areas are organized for easy supervision by staff.								
Notes/Comments:								
<b>H-3 - Space is arranged to facilitate a variety of activities for each age group.</b>	<b>EVALUATION</b>			<b>STATUS</b>			<b>NEED</b>	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
* Non-walkers are provided with open space for crawling and protected space for play.								
* Toddlers and preschoolers have space arranged for a variety of individual and small group activities including block building, dramatic play, art, music, science, math manipulatives, and quiet book reading.								
* Sand and water play and woodworking are available on regular occasions.								
* Areas are labeled so that children can easily understand rules for the area (i.e., number of children, type of materials, clean-up procedures, etc.)								
Notes/Comments:								
<b>H-4 - A variety of developmentally and age-appropriate materials and equipment are available for children indoors and outdoors.</b>	<b>EVALUATION</b>			<b>STATUS</b>			<b>NEED</b>	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
* Materials are plentiful and diverse to allow children many choices for extending an activity or elaborating a product.								
* Materials are durable and in good repair.								
* Materials are organized consistently on low, open shelves to encourage independent use by children.								
* Extra materials are available to the staff in order to add variety to usual activities.								
* Materials are consistent with educational objectives.								
* Materials are consistent with the culture and ethnic background of the population served.								
* Materials are accessible, attractive and inviting to the children.								

H-4 - A variety of developmentally and age-appropriate materials and equipment are available for children indoors and outdoors.	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
* Materials are designed to provide a variety of learning experiences and to encourage experimentation and exploration.								
* Multi-purpose, open-ended materials are used so that children are not restricted to a specific use for materials (clay, paint, blocks, wood, natural materials, parquetry blocks, rods).								

Notes/Comments:

H-5 - Individual space is provided for each child's belongings.	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
* There is a place to hang clothing for each child.								
* There are places for storing extra clothing and other belongings such as art work to be taken home.								

Notes/Comments:

H-6 - Private areas where children can play or work alone with a friend are available indoors and outdoors. <small>For example: Book corners, lofts, tunnels, or playhouses that are easy for adults to supervise.</small>	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource

Notes/Comments:

H-7 - The environment includes soft, comfortable elements. <small>For example: Rugs, cushions, rocking chairs, soft furniture, soft toys, and adults who cuddle children in their laps.</small>	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource

Notes/Comments:

H-8 - Sound absorbing materials such as ceiling tile and rugs are used to cut down noise.	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource

Notes/Comments:

<b>H-9 - An outdoor play and learning space is provided or arranged.</b>	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
Notes/Comments:								
<b>H-9a - A variety of daily activities can occur outdoors throughout the year. The outdoor area always has:</b>	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
* A natural environment (a balance of shade and sun, with vegetation) which is used for both learning and social activities.								
* A variety of surfaces such as hardtop for wheel toys, grass for rolling, sand and soil for digging.								
Notes/Comments:								
<b>H-9b - The outdoor play area is protected from access to streets and other dangers.</b>	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
Notes/Comments:								

## I. Health and Safety

**GOAL:** *The health and safety of children and adults are protected and enhanced.*

**RATIONALE:** *The provision of a safe and healthy environment is essential. No amount of good curriculum planning or positive adult-child interaction can compensate for an environment that is dangerous for children. Quality early childhood programs act to prevent illness and accidents, are prepared to deal with emergencies should they occur, and educate children concerning safe and healthy practices.*

I-1 -There is a written commitment to preventive health-promoting practices in the program, and such practices are shared with or role-modeled for parents and children.	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
Notes/Comments:								

I-1a -The program presents valid certification that it is in compliance with all legal requirements for protection of the health and safety of children in group settings, such as sanitation, water quality, and fire protection. The program is licensed or accredited by the appropriate local/state agencies.	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
Notes/Comments:								

I-2 -Each adult is free of physical and psychological conditions that might adversely affect children's health.	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
* Staff receive pre-employment physical examinations, tuberculosis tests, and evaluations for communicable diseases.								
* Hiring practices include careful checking of personal references of all potential new employees.								
* New staff members serve a probationary employment period during which the administrator or other qualified person makes a professional judgment as to their physical and psychological competence for working with children.								
Notes/Comments:								



<b>I-3 - A current, written record is maintained for each child, including:</b> - The results of a complete health evaluation by an approved health care resource within six months prior to enrollment - Record of immunization - A list of any current medications - Emergency contact information (names of people authorized to call for the child) - Pertinent health history (such as allergies or chronic conditions, and developmental issues).	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
* Children have received the necessary immunizations as recommended for their age group by the American Academy of Pediatrics of Colorado Department of Public Health and Environment.								
Notes/Comments:								
<b>I-4 - The program has a written policy which limits the attendance of children and staff who are ill. Provision is made for the notification of parents, the comfort of ill children and staff and the protection of well children.</b>	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
Notes/Comments:								
<b>I-5 - The program has a written policy which requires advanced parent/guardian authorization for any health and developmental evaluation of a child and for the provision of services.</b>	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
Notes/Comments:								
<b>I-6 - Provisions are made for a safe arrival and departure process for all children which allows for parent-staff interaction.</b>	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
* A system exists for ensuring that children are released only to authorized people.								
* An accountability procedure is in place and followed when a child fails to arrive at the program.								

<b>I-6 - Provisions are made for a safe arrival and departure process for all children which allows for parent-staff interaction.</b>	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
* A system exists to ensure the safety of children whose parents have agreed to allow their older primary students to leave the program on their own.								
* The system includes written agreements between parents and the program providers, and consistent sign-out procedures for released children.								
Notes/Comments:								
<b>I-7 - If transportation is provided for children by the program, the vehicles are equipped with age-appropriate restraint devices. The program presents certification that vehicles used in transporting children are appropriately licensed, inspected and maintained. When children with disabilities are transported, restraints should be appropriate for the level of disability.</b>	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
Notes/Comments:								
<b>I-8 - Children are under adult supervision at all times.</b> For example: Infants and toddlers are never left unattended. Preschoolers are supervised by sight and sound. Primary students may not be in sight, but staff know where children are and what they are doing.	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
Notes/Comments:								
<b>I-9 - Staff are alert to the health status of each child and to any changes in that status. Individual health concerns and accidents are recorded and reported to staff and parents.</b>	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
Notes/Comments:								

<b>I-10 - Whenever possible, children's medication is administered at home.</b>	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
Notes/Comments:								
<b>I-10a - If it becomes necessary for a child to take any form of medication, these steps are followed. Without these five legal requirements being met, medication may not be administered at the program.</b>	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
* There is a separate written order from the physician to the program stating the child's name, medication, dosage, and time for it to be administered.								
* Medication is properly identified and in its original pharmacy-labeled container.								
* Written permission by the parents, giving the program authorization to assist with medication, is on file.								
* A medication log indicates when medication was given.								
* Medication is stored in a clean, locked cabinet or container.								
Notes/Comments:								
<b>I-10b - Medication can only be legally given by personnel whom a registered nurse has trained and delegated the task of giving medication.</b>	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
Notes/Comments:								
<b>I-11 - Written policies and procedures are in place to assist staff in reporting a suspected incident of child abuse and/or neglect.</b>	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
Notes/Comments:								
<b>I-11a - Staff know policy and follow procedures for reporting suspected incidents of child abuse and/or neglect.</b>	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
Notes/Comments:								

<b>I-11b - Staff and parent training about the need to prevent child abuse and neglect is provided regularly. The need for early recognition of child abuse and neglect is emphasized.</b>	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
Notes/Comments:								
<b>I-11c - Suspected incidents of child abuse and/or neglect by parents, staff, or other persons are reported to appropriate local agencies in a timely manner.</b>	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
Notes/Comments:								
<b>I-12 - At least one staff member per classroom is always present who has certification from a licensed health professional or certified program, in emergency pediatric first-aid treatment, cardiopulmonary resuscitation techniques (CPR) for infants and children, and emergency management of choking.</b>	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
Notes/Comments:								
<b>I-13 - The program effectively deals with emergencies.</b>	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
Notes/Comments:								
<b>I-13a - Adequate first-aid supplies are readily available.</b>	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
Notes/Comments:								
<b>I-13b - A plan exists for dealing with medical emergencies.</b>	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
* Emergency procedures are in written form.								
* Telephone numbers of police, fire protection and poison control offices are posted by telephone.								

* All staff have current certification for CPR and first aid.								
Notes/Comments:								
<b>I-14 - Children are dressed appropriately for active play indoors and outdoors.</b>	<b>EVALUATION</b>			<b>STATUS</b>			<b>NEED</b>	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
* Extra clothing is kept on hand.								
* Protective clothing such as smocks and mittens is kept on hand.								
Notes/Comments:								
<b>I-15 - Staff and children are responsible for keeping the facility (classrooms) reasonably clean and safe.</b>	<b>EVALUATION</b>			<b>STATUS</b>			<b>NEED</b>	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
Notes/Comments:								
<b>I-15a - All toy and materials are cleaned and picked up after use.</b>	<b>EVALUATION</b>			<b>STATUS</b>			<b>NEED</b>	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
* Toys and materials used by infants and toddlers are washed and disinfected each day.								
* Toys and materials used by children ages 3-8 are washed and disinfected periodically as needed.								
* The facility has adequate storage for toys and materials.								
Notes/Comments:								
<b>I-15b - All surfaces within the facility or classroom used by children need to be maintained daily.</b>	<b>EVALUATION</b>			<b>STATUS</b>			<b>NEED</b>	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
* Tables are washed and disinfected.								
* Floors are swept after meals and special projects.								
* Surfaces touched by children are cleaned and disinfected at least daily (e.g., door knobs, countertops, sinks)								

* Individual bedding is washed once a week and used by only one child between washings. Individual cribs, cots, bedding or mats are washed more frequently if soiled.								
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Notes/Comments:

I-15c - Toileting and diapering areas are sanitary.	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
* The cover of the changing table is disinfected or disposed of after each use.								
* Soiled diapers are disposed of or held for laundry in closed containers out of reach of children.								
* A sink with running hot and cold water is very close to diapering and toileting areas.								
* The toilet area is sanitized daily or as needed during the day.								

Notes/Comments:

I-15d - Toilets, drinking water and hand washing facilities are easily accessible to children and staff.	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
* Facilities and fixtures (sinks and toilets) are either child-sized or made accessible by non-slip stools.								
* Soap and disposable towels are provided at all sinks.								
* Staff wash their hands with soap and water before feeding, preparing or serving food.								
* Children wash hands with soap and water before eating snacks or meals.								
* Children wash hands with soap and water after toileting.								
* Staff wash their hands with soap and water after diapering or assisting children with toileting or nose wiping.								

Notes/Comments:

I-16 - The building, playground and all equipment are maintained in safe, clean condition and in good repair.	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource

Notes/Comments:

I-16a - The building is a maintained, clean, safe and comfortable place.	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
* Areas used by children are well-lighted and ventilated and kept at a comfortable temperature.								
* Floor coverings are attached to the floor or backed with nonslip materials.								
* Electrical outlets are covered with protective caps or safety outlets are used. (NA for rooms used by primary students only.)								
* Safe use of electrical outlets and guidelines are reviewed with staff and children.								
* All chemicals and potentially dangerous products such as medicines or cleaning supplies are stored in original, labeled containers in locked cabinets inaccessible to children.								
* All large pieces of furniture and storage shelves are securely anchored.								
* Adequate storage for tools and building materials is available.								
* A system is in place to repair problems and to discard broken equipment and materials.								

Notes/Comments:

I-16b - The playground and equipment are maintained in safe, clean conditions and in good repair.	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
* Cushioning materials such as mats, wood chips, or sand are used under climbing equipment, slides and swings.								
* Climbing equipment, swings, and other large equipment are securely anchored.								

* There are no sharp edges, splinters, protruding or rusty nails, or missing parts.								
* A system is in place to repair or discard broken materials and equipment.								

Notes/Comments:

I-17 - Staff and children are familiar with the procedures to follow in emergency situations such as fires and severe storms.	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource

Notes/Comments:

I-17a - Staff are familiar with fire emergency procedures such as operation of fire extinguishers and location of evacuation routes.	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource

\* Staff know the primary and secondary evacuation routes and practice these procedures monthly with children.

\* Smoke detectors and alarms are installed according to current codes.

\* Fire safety rules and guidelines are reviewed with children and staff.

Notes/Comments:

I-17b - Staff are familiar with appropriate procedures for severe storms (where necessary).	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource

\* Staff know community storm signals where appropriate.

\* Staff are familiar with primary and secondary evacuation routes and practice evacuation procedures monthly with children.

\* Storm safety rules and guidelines are reviewed with children and staff.

Notes/Comments:



## J. Nutrition and Food Service

**GOAL:** *The nutritional needs of children and adults are met in a manner that promotes physical, social, emotional and cognitive development.*

**RATIONALE:** *Children must be provided with adequate nutrition and also must be educated concerning good eating habits.*

<b>J-1 -Meals and/or snacks are planned in proportion to the amount of time the child is in the program each day. They meet the child's nutritional requirements, as recommended by the Child Care and Adult Food Program of the United States Department of Agriculture. The amount and type of food served are adjusted according to the age of the children, since infants and toddlers require smaller amounts of food served more frequently, and primary students require much more food than preschoolers.</b>	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource

Notes/Comments:

<b>J - 1a -Menus for snacks and meals and meal service are adjusted to meet the needs of infants, toddlers, and preschoolers in programs that use the lunch/breakfast program operated by the local school district.</b>	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource

Notes/Comments:

<b>J - 2 Menu information is provided to parents. Feeding times and food consumption information are provided to parents of infants and toddlers at the end of each day.</b>	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource

Notes/Comments:

<b>J - 2a Meal and snack menus and times are posted for families.</b>	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource

Notes/Comments:

<b>J - 3 Food and mealtime are pleasant social and learning experiences for children.</b>	<b>EVALUATION</b>			<b>STATUS</b>			<b>NEED</b>	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
* Infants are held and talked to while bottle fed.								
* At least one adult sits with children during meals to provide a good role model and encourage conversation.								
* Toddlers and preschoolers are encouraged to serve and feed themselves.								
* Children are allowed second helpings upon request.								
* Toddlers and preschoolers are served family style.								
* Table manners and appropriate eating habits are reinforced.								
* Chairs, tables and eating utensils are suitable for the size and developmental levels of the children.								
* A variety of foods is served which broaden children's food experiences but consider cultural and ethnic preferences.								
* Sufficient time is allowed for children to eat.								
* All foods are served at the same time.								
Notes/Comments:								
<b>J - 4 Food is not used as a punishment or reward, and children are encouraged, but not forced, to eat or taste a variety of foods.</b>	<b>EVALUATION</b>			<b>STATUS</b>			<b>NEED</b>	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
Notes/Comments:								
<b>J - 5 If the program does not provide food, parents are educated regarding well-balanced meals and/or food which may be brought from home. Food brought from home is stored appropriately until served.</b>	<b>EVALUATION</b>			<b>STATUS</b>			<b>NEED</b>	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
Notes/Comments:								

<b>J - 6 Where food is prepared on the premises, the program verifies it is in compliance with legal requirements for nutrition and food service. Food may be prepared at an approved facility and transported to the program in appropriate sanitary containers and at appropriate temperatures.</b>	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
Notes/Comments:								

## K. Evaluation

**GOAL :** Systematic assessment of the effectiveness of the program in meeting its goals for children, parents and staff is conducted to ensure that quality care and education are provided and maintained.

**RATIONALE :** Ongoing and systematic evaluation is essential to improving and maintaining the quality of an early childhood education program. Evaluation efforts are based on program goals and assessment of needs, and identify both strengths and weaknesses of program components.

<b>K-1 -Program evaluation is a method of gathering information that can be used to strengthen programs to better meet the needs of children and families. It should include all areas of the program, including:</b> - family and community participation - development of the individualized learning plan - the physical facility - the learning environment - individualization of the curriculum - developmentally appropriate curriculum - administration - planning for transitions, and - program evaluation	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource

Notes/Comments:

<b>K-1a -The program has and implements a written procedure which describes the ongoing self-evaluation process of this quality standards document, and which assures that specific program goals and activities are completed in a timely manner.</b>	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource

Notes/Comments:

<b>K-1b -All staff have received training on the evaluation process used within each program.</b>	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource

Notes/Comments:

<b>K-1c - All staff are evaluated on performance at least annually by the administrator or other appropriate supervisor.</b>	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
Notes/Comments:								
<b>K-1d - Results of staff evaluations are written and confidential. They are discussed privately with the staff member.</b>	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
Notes/Comments:								
<b>K-1e - Staff evaluations include classroom observation.</b>	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
Notes/Comments:								
<b>K-1f - Staff are told what they will be evaluated on in advance.</b>	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
Notes/Comments:								
<b>K-1g - Staff have and opportunity to evaluate their own performance.</b>	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
Notes/Comments:								
<b>K-1h - Staff training is based on the results of the evaluation.</b>	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
Notes/Comments:								

K-2 - At least once a year, staff, other professionals, and parents are involved in evaluating the program's effectiveness in meeting the needs of children and parents.	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
* The program has developed a mission statement that clearly articulates its philosophy.								
* The program has developed a strategic plan in partnership with parents, program staff and key members of other agencies.								
* The program evaluates staff effectiveness through self-evaluation, peer/supervisor evaluation, parent satisfaction and staff satisfaction.								
* The program evaluates family-school partnership and parent satisfaction through accounts of parent participation, reports of services needed and acquired by families and assessment of parent satisfaction.								
* The program evaluates respect for cultural diversity through reviews of materials and toys, sampling classroom activities and parent satisfaction questionnaires.								
* The program evaluates community participation through meeting attendance or membership rolls and a report of the activities and accomplishments of the advisory council.								
* The program evaluates child outcomes and family expectations and satisfaction through parent satisfaction questionnaires, parents' confirmation that they feel welcomed in the program, evaluation of whether the goals of individualized learning plans were met, visits with parents in home and community settings and exit interviews with families when a child leaves the program.								
Notes/Comments:								

<b>K-3 - Individual descriptions of children's development are written and compiled as a basis for planning appropriate learning activities as a means of facilitating optimal development of each child, and as records for use in communications with parents.</b>	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
Notes/Comments:								
<b>K-4 - The program evaluation process communicates the results of its evaluation to all those involved with the program and identifies areas where technical assistance or other resources could help strengthen the program.</b>	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
Notes/Comments:								
<b>K-5 - The early childhood program uses evaluation results to modify the strategic plan to better meet the needs of children and families and develop a five-year plan for quality programming.</b>	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
Notes/Comments:								
<b>K-6 - The program has developed a process to document reasons that parents are not participating in the program including such issues as parent choice, lack of a telephone, lack of adequate notice about opportunities for involvement, need for extended day or wrap-around child care services, lack of transportation.</b>	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
Notes/Comments:								