

## 1. Teaching & Learning

### 1A.

LEARNING ENVIRONMENT

#### STANDARDS

Program demonstrates exemplary birth to three classroom learning environments.

Program implements policies that support continuity of care for children and families, including a policy of ensuring that, to the extent possible, children remain in the care of the same teaching team from birth to age three.

#### EVIDENCE

Self-Study and Program Portfolio demonstrate:  
An ITERS average score of at least 5.75 (no classroom below 5.0).

Self-Study and Program Portfolio demonstrate:  
Implementation of policies and procedures that support continuity of care for children and families.

**AND** \_\_\_\_\_  
Class lists covering at least two program years demonstrate implementation of continuity of care policy.

## 1. Teaching & Learning

### 1E.

CHILD ASSESSMENT

#### STANDARDS

Program uses assessment data collected at the beginning of the year (i.e., within 45 days of enrollment) to identify initial developmental goals for infants and toddlers, including goals in the area of social-emotional/executive functioning and, for children for whom screening data identifies a developmental concern, informs parents of the plans to provide children with additional teaching and learning supports.

Program utilizes appropriate assessment tool or tools that align with developmentally appropriate, content-rich curricula to document children's progress over time with measurable content-learning outcomes; assessment results are used to inform implementation of the curricula's scope and sequence and activities or to inform the design of project-based learning experiences and content-area instructional practice.

#### EVIDENCE

Self-Study and Program Portfolio demonstrate:

Initial goals are identified from assessment data, including goals in the area of social-emotional/executive functioning.

OR

Documentation submitted verifies a score of 6 or higher on PAS item #10.

Self-Study and Program Portfolio verify:

Implementation of assessment tool or tools and use of children's progress data to inform on-going implementation of the scope and sequence and activities of the content-rich curricula, or the design of project-based learning experiences.

### 3. Leadership & Management

#### 3B.

GROUP SIZE AND  
STAFF/CHILD RATIOS

#### STANDARDS

Group size at all times is no more than 8 for children under 36 months (except in classrooms where all children are over age 24 months, which may have up to 10 children; ratios will not exceed 1:4 for children under age 30 months and 1:5 for children ages 24-36 months; AND for classrooms with children under age 12 months, for at least 70% of the program day, ratio will not exceed 1:3.

#### EVIDENCE

Self-Study and Program Portfolio verify:

Group sizes.

AND \_\_\_\_\_

Group ratios.

#### 4B.

STAFF QUALIFICATIONS

At least 30% of teaching staff assigned to infant-toddler classrooms have a Level 5 or higher ECE Credential or equivalent and a Level 4 or higher Infant-Toddler Credential or equivalent; AND an additional 50% of teaching staff assigned to infant-toddler classrooms have a Level 2 or higher Infant-Toddler Credential.

Evidence of staff qualifications in Gateways Registry.

## 4. Qualifications & Continuing Education

### 4C.

STAFF DEVELOPMENT

#### STANDARDS

Programs implement opportunities for peer-to-peer technical assistance to support teachers' ongoing learning, reflection and examination of practice, and improvement of practice. Peer-to-peer technical assistance may include protecting time weekly or bi-weekly for classroom teams to engage in Lesson Study and to design lesson plans collaboratively, and at least monthly to convene as a Community of Practice or Reflective Practice Group to discuss child progress and classroom quality data, observe and examine practice, and collaborate to further develop curricula and improve the responsiveness and effectiveness of learning environments and instruction.

#### EVIDENCE

Self-Study and Program Portfolio verify:

Peer-to-peer technical assistance opportunities occur for classroom teaching teams weekly/bi-weekly.

**AND**

Community of Practice or Reflective Practice Groups meet at least monthly and use data-informed protocols to structure discussion and reflection, observation and examination of practice, and collaborative action planning for improvement.