

1. Teaching & Learning

	STANDARDS	EVIDENCE
<p>1A.</p> <p>LEARNING ENVIRONMENT</p>	<p>Program demonstrates exemplary preschool classroom learning environments.</p>	<p>Self-Study and Program Portfolio demonstrate:</p> <p>ECERS Activities Subscale average score of at least 5.75 (no classroom below 5.0).</p> <p>AND _____</p> <p>CLASS Emotional Support scores not below 5.0 for any classroom.</p> <p>AND _____</p> <p>No classroom below 5.0 on the CLASS Classroom Organization Dimension of Instructional Learning Formats.</p>
<p>1B.</p> <p>CURRICULUM</p>	<p>Program implements supplemental, content-based curricula (social emotional/executive functioning, literacy, math, and science) that is research-based and aligns with the IELDS. Lesson plans show connection to the goals of the supplemental curricula's goals, and therefore also to the IELDS.</p>	<p>Self-Study and Program Portfolio demonstrate:</p> <p>Identification of selected supplemental, content-based curricula that is research-based and aligned with the IELDS, and connection of the curricula's scope and sequence and activities to lesson plans and individualization plans.</p> <p>OR _____</p> <p>Project-based learning, such as work portfolio, showing exemplary integration of content-based objectives/content learning covering all areas of the IELDS into the project(s).</p>

1. Teaching & Learning

1C.

INSTRUCTIONAL QUALITY

STANDARDS

Program demonstrates high-quality developmentally appropriate instructional practices in the content areas (social emotional/ executive functioning, literacy, math, and science).

EVIDENCE

Self-Study and Program Portfolio demonstrate:

ERS Activities Subscales average scores of at least 5.75 on Interactions and Language/Reasoning and Talking items with no classroom below 5.0 on these items.

AND _____

CLASS Emotional Support scores not below 5.0 for any classroom.

AND _____

CLASS Instructional Support average scores of at least 4.0 with no classroom Instructional support average score below 3.25.

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 instructional goals for children, 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 supplemental, content-based 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 screening or other assessment data, including goals in the area of social-emotional/executive, functioning.

OR

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 supplemental, content-based curricula or the design of project-based learning experiences.

1F.

INCLUSION OF CHILDREN WITH SPECIAL NEEDS

The program demonstrates commitment to achieving the principles of full inclusion and full participation of children with disabilities and their families in natural environments.

Self-Study and Program Portfolio demonstrate:

A clear process for individualizing instruction, including making accommodations and modifications for children with special needs.

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 monthly for teachers from other preschool classrooms or kindergarten/primary grade classrooms, as well as with related support staff, 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 that technical assistance opportunities:

Occur for classroom teaching teams weekly/bi-weekly AND monthly for teachers from other preschool classrooms or kindergarten/primary grade classrooms, as well as with related support staff.

AND

Use protocols to structure the monthly Community of Practice or Reflective Practice Group convening- data discussion and reflection, observation and examination of practice, and collaborative action planning for improvement.