Excellence in Care and Education
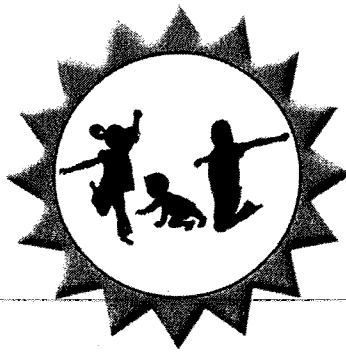
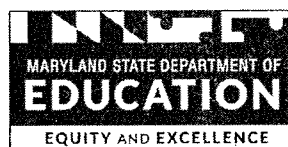# MARYLAND
ACCREDITATION

Maryland Accreditation

Standards for Implementing Quality School Age Child Care Programs

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

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MARYLAND STATE DEPARTMENT OF
EDUCATION
EQUITY AND EXCELLENCE

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** This document references the following publication as "The Guide":

Supporting Every Young Learner: Maryland's Guide to Early Childhood Pedagogy, Birth to Age 8. (2015). Baltimore, MD, Maryland State Department of Education

I. Program Administration

Standard	
Program Philosophy	

1.1 The program's philosophy statement and policies are consistent with school age practices that are age and developmentally appropriate and reflect the role of families. The written philosophy statement for the program is used by the staff as the foundation for planning, for staff development, and for implementation, evaluation, and continuous improvement of the program.

Indicator	Best Practices Rationale
1.1.1 Philosophy The program has a written philosophy and mission statement, which reflects effective school age practices; best practices for staff; and an appreciation for diversity and welcoming individuals of all abilities.	The philosophy and mission statement are integral components of the program. Both reflect the principles of developmentally appropriate research and literature-based practices; best practices for staff; and the role of families. The philosophy and mission statement exhibits a respect and appreciation for diversity of the global community and is welcoming of adults and children of all abilities.
Required Evidence ☑ Written philosophy and mission statement.	
	The philosophy and mission statement describes the beliefs and practices of the program related to children, youth, families, and staff. The philosophy and mission statement are shared with staff and families. Staff members are knowledgeable of the philosophy and mission of the program.

Program Notes

Initial Self-Appraisal Rating Date: _____ __ Not Met ✓ Partially Met __ Fully Met	Final Self-Appraisal Rating Date: _____ __ Not Met __ Partially Met __ Fully Met

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Standard	
Program Philosophy	
1.1 The program's philosophy statement and policies are consistent with school age practices that are age and developmentally appropriate and reflect the role of families. The written philosophy statement for the program is used by the staff as the foundation for planning, for staff development, and for implementation, evaluation, and continuous improvement of the program.	
Indicator	**Best Practices Rationale**
1.1.2 Program Evaluation The program establishes and implements a process for ongoing program evaluation. Annually, the program conducts a self-evaluation of the program policies, procedures, and practices. The results of the program evaluation are shared with staff, families, and other stakeholders.	Annual program evaluation is a process to help check the effectiveness of the program; identify systemic issues, and consider improvements/adjustments. It is also an important way to examine quality, and work to continually improve your program. Program evaluation is a key part of the program planning and continuous improvement.
Required Evidence ~Noted~ ☐ Process for program evaluation and timeline ☐ Copies of completed annual program evaluation ☐ Program goals for on-going improvement	The evaluation process is conducted by program administration, staff, families, and other community partners. Quality requires identification of program goals; assessment of policies and procedures; and the implementation of best practices. The results of the program evaluation are used throughout the year to ensure program accountability.

Program Notes

Initial Self-Appraisal Rating Date: _____ __ Not Met ✗ Partially Met __ Fully Met	**Final Self-Appraisal Rating** Date: _____ __ Not Met __ Partially Met __ Fully Met

Standard	
Program Personnel	
1.2 The program is collaboratively administered, supervised, and implemented by qualified personnel.	
Indicator	**Best Practices Rationale**
1.2.1 Communication The administrator/supervisor communicates with program staff regarding developmentally appropriate strategies for implementation, assessment, and accountability.	Regular communication among program staff facilitates the exchange of information and full participation in program activities to promote quality program practices. The administrator/supervisor implements various mechanisms for regular communication among staff. Staff are informed about developmentally appropriate programming and practices; state standards; family engagement practices; program planning and evaluation process; and resources to improve performance.
Required Evidence ☑ Staff Meeting Schedule *Teheway* ☑ Staff Meeting Agenda and Minutes *Pettway* ☐ Documentation of on-going communication and information shared with staff regarding developmentally appropriate practices and program planning and evaluation *Coleman Coleman*	An effective communication system is an integral component of a quality program. Formal and informal opportunities allow staff input regarding the quality of services to children, youth and families; and opportunities to express concerns and provide feedback related to program practices.

Program Notes

| Initial Self-Appraisal Rating
Date: _____
__ Not Met   __Partially Met   __Fully Met | Final Self-Appraisal Rating
Date: _____
__ Not Met   __Partially Met   __Fully Met |

Standard	
Program Personnel	

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

Indicator	Best Practices Rationale
1.2.2 Staff Evaluation and Ongoing Supervision The administrator/supervisor conducts staff evaluations annually and ongoing as needed. Results are used to develop Individual Staff Development Plans. **Required Evidence** ☑ /Staff Evaluation Policy and timeline ☑ /Completed annual staff evaluation tool ☑ /Individual staff development plan⇒ ☑ Copies of staff observations⇒	Staff evaluation is the foundation to identifying staff strengths, improving staff performance and program planning. Effective formal and informal evaluation processes are used to provide effective feedback related to professional development and growth. Staff evaluations conducted annually identifies strengths, interests, and areas of improvement. Information is used to create individual staff development plans and ongoing program plans. Annual staff evaluations support professional development and growth as well as program planning and quality. The staff evaluation process is another component of the program's communication system.

Program Notes

Initial Self-Appraisal Rating Date: _____ __ Not Met √ Partially Met __Fully Met	Final Self-Appraisal Rating Date: _____ __ Not Met __Partially Met __Fully Met

Standard

Program Personnel

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

Indicator	Best Practices Rationale
1.2.3 Qualification: School Age Teacher School Age Teacher responsible for the care and education of a group of children and youth must have at least an Associate's degree in Early Childhood Education/Child Development or related field **and** must hold a Maryland Child Care Credential of level five.	School Age Teachers who are appropriately educated are better prepared to plan and implement quality, developmentally appropriate programs for children and youth. Knowledge of child development and best practice is gained through education, experience working with children and youth, and ongoing professional development.
Required Evidence ☑ College Degree ☑ Current Maryland Child Care Credential ☐ Job Description	Programs understand the importance of employing qualified staff and providing ongoing professional development to enhance their knowledge and skills. When the school age teacher is absent, a qualified substitute is provided to ensure continued program quality. Teachers are provided job descriptions that reflect expectations in: building relationships with children, youth and families; implementing engaging activities; and professionalism.

Program Notes

Initial Self-Appraisal Rating Date: _____ __ Not Met __Partially Met __Fully Met	Final Self-Appraisal Rating Date: _____ __ Not Met __Partially Met __Fully Met

Standard

Program Personnel

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

Indicator	Best Practices Rationale
1.2.4 Qualification: Assistant Teacher Assistant Teacher working with School Age Teacher must have a high school diploma **and** Maryland Child Care Credential of level two or higher.	Assistant Teachers who are appropriately trained are better prepared to assist with planning and implementing quality, developmentally appropriate programs for children and youth. Knowledge of child development and best practice is gained through education, experience working with children and youth, and ongoing professional development.
Required Evidence ☐ High School Diploma ☐ Current Maryland Child Care Credential *Clarks need get -* *Ms Hall* *Mr. A documentation*	Programs understand the importance of employing qualified assistant teachers and providing ongoing professional development to enhance their knowledge and skills. When the school age teacher is absent, a qualified assistant teacher will ensure continued program quality. Assistant Teachers are provided job descriptions that reflect expectations in building relationships with children, youth and families; facilitating engaging activities and professionalism.

Program Notes

Initial Self-Appraisal Rating Date: _____ __ Not Met __Partially Met __Fully Met	Final Self-Appraisal Rating Date: _____ __ Not Met __Partially Met __Fully Met

Standard	
Program Personnel	
1.2 The program is collaboratively administered, supervised, and implemented by qualified personnel.	

Indicator	Best Practices Rationale
1.2.5 Professional Support The program implements policies that provide support to staff in order to meet personal and professional needs.	The cornerstone of a program's success is the staff. Teaching staff are responsible for guiding learning experiences in the classroom. The support provided to the teaching staff is essential to children's and youth's learning and program quality. Professional support strategies are effective at increasing staff retention; promoting personal and professional well-being; and improving performance. Adult restroom and lounge separate from children's and youth's activity area; adequate individual storage area for personal belongings; designated meeting or conference area; and time for staff members to meet their personal needs and handle administrative/planning task are all strategies for professional support. Planning time is an essential professional support. Teachers need a designated time to think about and plan activities that are engaging, challenging, and developmentally appropriate.
Required Evidence ☑ Lesson Planning Policy ☑ Evidence of Planning Time ☑ Professional Development Opportunities	

Program Notes

Initial Self-Appraisal Rating
Date: _____
__ Not Met   __Partially Met   __Fully Met

Final Self-Appraisal Rating
Date: _____
__ Not Met   __Partially Met   __Fully Met

Standard

Program Continuity

1.3 The program utilizes curricula and instructional strategies that ensure continuity of learning and development for all children and youth.

Indicator	Best Practices Rationale
1.3.1 Transition and Continuity Program has transition process for children and youth entering and/or moving to a new group or program that communicate individual strengths and needs.	Consistency and continuity play an important role in helping children and youth successfully manage transitions. Children and youth develop relationships with teachers and learn to trust or distrust the world around them through predictable routines and experiences. Children and youth will likely change teachers and classrooms several times throughout the course of their child care and school experience. It is important to recognize that a child who is moving from one classroom to another will experience multiple losses: a place he or she has come to know and trust; a teacher he or she depends on and adores; children he or she has befriended; and routines that help him or her feel secure and competent. These transitions should be handled with great care. The goal is a smooth transition that minimizes any emotional concerns for the child and family, and maximizes all that is known about the child's prior progress so that there are no interruptions in learning. (p.124, The Guide)
Required Evidence ✓ ☐ Written plan/policy for drop off and pick up ✓ ☐ System of documenting when children and youth arrive and leave; and with whom they leave ✓ ☑ *Pick-up Proff* *(handwritten notes)*	

Program Notes

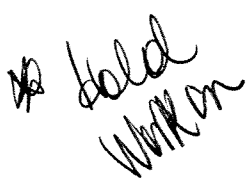| Initial Self-Appraisal Rating Date: _____ __ Not Met __Partially Met __Fully Met	Final Self-Appraisal Rating Date: _____ __ Not Met __Partially Met __Fully Met

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

Indicator	Best Practices Rationale
1.3.1 Transition and Continuity of Services *within* the program Program staff develops transition plans for children moving to a new group/classroom within the program that communicate children's individual strengths and needs.	Consistency and continuity play an important role in helping children successfully manage transitions. Young children develop relationships with educators and learn to trust or distrust the world around them through predictable routines and experiences. Children grouped by age will likely change educators and classrooms several times over the course of their enrollment. It is important to recognize that a child who is moving from one classroom to another will experience multiple losses: a place he or she has come to know and trust; an educator he or she depends on and adores; children he or she has befriended; and routines that help him or her feel secure and competent. These transitions are handled with great care.
Required Evidence ☐ Agendas and minutes of transition/articulation meetings between classrooms *Vendr ? Vndr* ☐ Evidence of communication with families regarding transition within the program	The goal is a smooth transition that minimizes any emotional concerns for the child and family, and maximizes all that is known about the child's prior progress so that there are no interruptions in learning. (p.124, The Guide)

Program Notes

| Initial Self-Appraisal Rating
Date: _____
__ Not Met   __Partially Met   __Fully Met | Final Self-Appraisal Rating
Date: _____
__ Not Met   __Partially Met   __Fully Met |

Standard	
Program Continuity	
1.3 The program utilizes curricula and instructional strategies that ensure continuity of learning and development for all children.	

Indicator	Best Practices Rationale
1.3.2 Programming and Activities The program provides developmentally appropriate activities and materials that are selected to emphasize active, hands-on learning and provide opportunities to build skills and explore individual interests.	The program will enable children to foster positive identity, develop social skills, and problem solve. Activities will encourage critical thinking, reasoning, questioning and experimentation. Activities will encompass all areas of development including language and literacy, cognitive, fine motor, gross motor, social and emotional, and the arts.
Required Evidence ☑ Developmentally appropriate activity guides and daily plans ☑ Developmentally appropriate materials, equipment, and activities ☑ Daily schedules reflect integrated learning in all domains of learning *Clark Pathway*	Materials and equipment are appropriate to the age group. Materials should also reflect the diversity and lives of the children, youth, and families served, as well as of society in general. Staff regularly assesses activities and materials to ensure appropriateness and effectiveness.

Program Note

Initial Self-Appraisal Rating	Final Self-Appraisal Rating
Date: _____ __ Not Met __Partially Met __Fully Met	Date: _____ __ Not Met __Partially Met __Fully Met

Standard	
Program Continuity	
1.3 The program utilizes curricula and instructional strategies that ensure continuity of learning and development for all children.	
Indicator	**Best Practices Rationale**
1.3.3 Intentional Planning The program documents lesson plans to support continuity of learning and an organized approach so that interactions are intentional and goal directed.	Teachers strategically plan for and prepare the learning environment so that children and youth can naturally engage in developmentally appropriate activities that accommodate the age, experience, and abilities - and that provide exposure and practice to reach increasingly challenging goals. As teachers plan, it is critically important that they set high, achievable expectations for all children and youth, including those with unique challenges due to physical, cognitive, emotional, or linguistic differences. By targeting the particular strengths and interests, teachers are able to plan engaging activities that assist children and youth reach their full potential.
Required Evidence ☑ Weekly activity plans reflect integrated learning in all domains of learning and are relevant to children's and youth's culture and personal interest ☑ Weekly activity plans include opportunities for: questioning and problem solving; learning through play and child initiated discovery; and children to make choices for how they work on a project	Activities that are aligned to the Maryland Early Learning Standards and Maryland's College and Career Ready Standards reflect intentional and engaging activities that will enhance growth and learning. Lesson plans should reflect appropriate activities, and allow for strategies to provide opportunities for children and youth to be actively engaged in discovery and learning. (pg. 115-120, The Guide)
Program Notes	

| Initial Self-Appraisal Rating
Date: _____
__ Not Met __Partially Met √Fully Met | Final Self-Appraisal Rating
Date: _____
__ Not Met __Partially Met __Fully Met |

Standard	
Program Accountability	

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

Indicator	Best Practices Rationale
1.4.1 Reporting The results of the Annual Program Evaluation and Accreditation Self-Appraisal are reported to the governing body of the program, i.e. Board of Directors, Parent Advisory Board. **Required Evidence** ☑ Program Improvement Plan *No pedia Had* ☐ A copy of Annual Program Evaluation Report ☐ Evidence that program evaluation and accreditation self-appraisal results were shared with staff, parents, and governing body *Not Don't have*	After conducting the annual program evaluation and accreditation self-appraisal, the results and strategies for program improvement are shared with parents, staff, governing bodies, and others as appropriate. The program uses the results of the program evaluation and self-appraisal to develop a program improvement plan, which includes improvement strategies, resources, persons responsible, and a timeline for implementation and completion.

Program Notes

Initial Self-Appraisal Rating	Final Self-Appraisal Rating
Date: _____	Date: _____
__ Not Met __Partially Met __Fully Met	__ Not Met __Partially Met __Fully Met

II. Program Operation

2.1 Environment

Standard

Environment

2.1   A planned and well-structured learning environment promotes active learning and full participation for children and youth.

Indicator	Best Practices Rationale
2.1.1(a) Outdoor Environment: Safety The learning environment meets standards for safety, toxicity, construction, and cleanliness. The program must comply with zoning requirements, fire, health, and safety regulations.	Outside play areas are free of sharp or dangerous objects, trash, animals and poisonous plants, garden sprays, alcohol, tobacco, illegal drugs and other hazards. The area is well drained and accessible by safe walkways or paths. If play area is near a road or unsafe area, a fence provides security. The outdoor space has at least one area that provides some protection from the elements.
Required Evidence O Clean O Well drained O Free of clutter O Appropriate storage of outside equipment O Appropriate and well maintained playground equipment O Appropriate surfaces O Shaded/covered area	Equipment is appropriate for the ages and abilities of the children and youth is well maintained. There is enough portable and stationary equipment so that children and youth have access without long waits. Portable equipment is stored in a locked facility.

Program Notes

Clark 138

Initial Self-Appraisal Rating Date: _____ __ Not Met √ Partially Met __ Fully Met	Final Self-Appraisal Rating Date: _____ __ Not Met __ Partially Met __ Fully Met

Standard

Environment

2.1 **A planned and well-structured learning environment promotes active learning and full participation for children and youth.**

Indicator	Best Practices Rationale
2.1.1(b) Outdoor Environment: Organization of Space The outdoor space has designated areas and equipment to support various types of play and learning.	The outdoor environment provides time for children and youth to learn to play together—how to coordinate their actions for physical activities, how to take turns and collaborate, and how to follow directions in a game. The outdoor space allows for a variety of opportunities for children and youth to interact with large groups, small groups, and individually.
Required Evidence O Structures for promoting sensory integration O Space for digging, gathering, and investigating O Space to play games O Variety of surfaces to support different types of play i.e. sand, mulch, dirt, grass, blacktop O Space for large group play O Space for small group play O Space for quiet play	Equipment stimulates a variety of skills (balancing, climbing, ball play, steering, pedaling, etc.) on different levels (tricycles with and without pedals, different size balls, ramp and ladder access to climbing structures). Structures provide opportunities for children and youth to crawl, roll, jump, climb, and swing to promote sensory integration. Adaptations are made or special equipment is provided for children and youth with disabilities. Outdoor space has a variety of surfaces permitting different types of play. (pgs. 139-141, The Guide)

Program Notes

Initial Self-Appraisal Rating Date: _____ __ Not Met √ Partially Met __Fully Met	Final Self-Appraisal Rating Date: _____ __ Not Met __Partially Met __Fully Met

Standard	
Environment	
2.1 **A planned and well-structured learning environment promotes active learning and full participation for children and youth.**	
Indicator	**Best Practices Rationale**
2.1.1(c) Outdoor Environment: Intentional Learning Opportunities Daily opportunities provided for structured and unstructured outdoor play as part of the weekly lesson/activity plan.	Outdoor time is intentionally linked to the learning occurring indoors so that skills are reinforced in multiple venues. Children and youth continue to learn through play, exploration, and discovery in the natural environment. Teachers ensure that children and youth are dressed appropriately for daily outdoor learning experiences.
Required Evidence O Prop boxes and space to stimulate dramatic play O Materials for building O Materials for drawing and painting O Instruments and materials to dance, march, and create sounds	Authentic materials are available for children and youth to construct their learning. Materials are developmentally appropriate, safe, and engaging. There is a mix of materials that supports all types of learners so that all children and youth can work to develop and enhance skills and understanding. Materials are available to support physical development, stimulate dramatic play, support music and movement, and promote building, drawing and creative expression. (pgs. 139-141, The Guide)

Program Notes

Initial Self-Appraisal Rating Date: _____ __ Not Met ✓ Partially Met __ Fully Met	Final Self-Appraisal Rating Date: _____ __ Not Met __ Partially Met __ Fully Met

Standard

Environment

2.1   A planned and well-structured learning environment promotes active learning and full participation for children and youth.

Indicator	Best Practices Rationale
2.1.2(a) Indoor Environment: Safety The learning environment meets standards for safety, toxicity, construction, and cleanliness. The program must comply with zoning requirements, fire, health, and safety regulations. Furniture and equipment meet standards for safety, size, durability, toxicity, construction, and cleanliness.	Instruction is located in clean, safe, and clutter free areas. Natural light and ventilation are controlled. The environment is planned to avoid safety problems. Bathroom supplies (toilet paper, paper towels, soap) are easily accessible to children. Drinking water is accessible to children ___ and youth. Furnishings and materials follow the most recent safety standards (available through organizations such as the Consumer Product Safety Commission). Furniture in the classroom is sturdy, in good repair, appropriate in size, and addresses the routine care, play, and learning needs of the children and youth. Furniture is arranged for convenient use.
Required Evidence O Clean O Well lighted and ventilated O Free of clutter O Separate diapering area, if applicable O Furnishings are durable and designed to support children's and youth's needs O Furnishings are appropriate height and size O Developmentally appropriate soft areas	Furnishings, such as open shelves for safe materials and sturdy storage containers, encourage appropriate independence. Cozy and soft areas (e.g. rug, bean bag chair) are available. Adaptive furniture permits the inclusion of children and youths with special needs.

Program Notes

Clark 138
Back of teacher desk clutter
funishing fine New
137 Pettaway - needs berk and soft area

Initial Self-Appraisal Rating Date: _____ __ Not Met __Partially Met __Fully Met	Final Self-Appraisal Rating Date: _____ __ Not Met __Partially Met __Fully Met

Standard	
Environment	
2.1 A planned and well-structured learning environment promotes active learning and full participation for children and youth.	
Indicator	**Best Practices Rationale**
2.1.2(b) Indoor Environment: Organization of Space	The indoor environment is welcoming, organized, and adaptable for all children and youth. It provides clear, wide paths to move safely. There are areas for large group discussion and activity as well as areas for small group exploration, with a logical flow between such areas.
The learning environment reflects effective and flexible utilization of available space.	
Required Evidence	Children and youth should have a space for their personal belongings. Meeting areas have a soft yet safe floor covering that is inviting to children. Small group meeting areas may have a table to facilitate activities between groups of children/youth and teachers. A variety of materials, manipulative, books and text materials should be available to support activities and subjects being explored.
O Space for personal belongings labeled for each child and youth	
O Large meeting area	
O Small meeting area	
O Library	
O A variety of books and text materials in multiple places in the room	
O Calming area	All programs have a calming area where children and youth can relax. The calming area should include pillows, a comfortable floor covering and other cozy furnishings. This is a space where children can take their own time to relax and compose so they are ready to move on to a new activity. (p. 134, The Guide)
O Space is organized to be child and youth centered, flexible and accessible to all children and youths	

Program Notes

138 Library needs more book
Calming area in-progress
137 - needs more book in the library
Diverse Family practice

Initial Self-Appraisal Rating	Final Self-Appraisal Rating
Date: _____	Date: _____
__ Not Met ✓ Partially Met __ Fully Met	__ Not Met __ Partially Met __ Fully Met

Standard	
Environment	
2.1 A planned and well-structured learning environment promotes active learning and full participation for children and youth.	
Indicator	**Best Practices Rationale**
2.1.2(c) Indoor Environment: Intentional Learning Opportunities The learning environment reflects the goals of the school age program, creating an environment where learning is integrated across domains and the layout of the room is organized to support intentional, integrated learning.	The environment provides children and youth with choices, offering some control over what they are choosing and instilling a sense of independence, ownership, and pride in the process. Items displayed on the walls, bulletin boards, and windows reflect current program activities and projects. Teachers are mindful of clutter and over-stimulation. Intentionally placed displays also allow space for the eyes to rest, promoting a calm aesthetic environment. Items displayed provide an opportunity to highlight the imagination, creativity, and experiences of the children and youth. Displays should be at eye level and reflect a multicultural environment. A skillful teacher builds the environment with the children and youth so that they develop a sense of ownership for the environment and see a representation of themselves. Easily moveable furniture and shelves enables teachers to place materials close to their related learning spaces. Labels on materials help children and youth easily find materials for use and for clean-up. (pp. 134-135, The Guide)
Required Evidence O Displays are at children and youth eye level, are hung neatly, and reflect current activities and projects O Walls, windows and bulletin boards have intentional displays and are not cluttered O Tubs, trays, bins, baskets, shelves, boxes, and other items labeled and accessible	

Program Notes

138 Labeling in progress
137 Pictures needed in all ctrs
ABC wall in Math center
- Labeling continues/needed

| Initial Self-Appraisal Rating
Date:_____
__Not Met   __Partially Met   __Fully Met | Final Self-Appraisal Rating
Date: _____
__ Not Met   __Partially Met   __Fully Met |

Standard
Environment

2.1   A planned and well-structured learning environment promotes active learning and full participation for children and youth.

Indicator	Best Practices Rationale
2.1.3(a) Fostering Appreciation and Support for Diversity: Learning Environment The learning environment promotes an awareness and appreciation of diversity in all its forms such that children and youth see themselves as full participating members in the global community.	The learning environment demonstrates respect for all, promotes authenticity in materials, and accommodates the areas of diversity identified in state law (ability, age, gender, ethnicity, sexual orientation, language, race, region, religion, socioeconomic status). In addition, teachers recognize physical, cognitive, social and emotional differences as diversity. (pp. 56, The Guide)
Required Evidence O Instructional materials are authentic, accurate, and reflect positive images and information about diverse groups O The environment reflects customs, traditions, structure and songs relevant to the culture of children, youth, families, and staff	Multiculturalism is relevant and supportive of a diverse staff and family traditions that expand farther than the country that a child's ancestors originated. It is reflective of what is in our neighborhood and community, honest and true, not just dressed up in traditional clothing, respectful and kind, comprehensive and cross-curricular. The materials, books, pictures, posters, artifacts/realia, music, art, and puppets should be authentic in reflecting diversity. The ultimate goal is to ensure that children and youth are able to "see" themselves using these objects and to use them to learn about others. Teachers are sensitive to read the cues of the family, respect their values and priorities for their children and youth and not insert their own expectations or views. Further, understanding the role the community plays for the family is also key. (pp. 67-68, The Guide)

Program Notes

138 Needs cultural poster globes
Cultural items

137 Needs cultural pictures (labeling)

Initial Self-Appraisal Rating Date: _____ __ Not Met √ Partially Met __ Fully Met	Final Self-Appraisal Rating Date: _____ __ Not Met __ Partially Met __ Fully Met

Standard	
Environment	

2.1   A planned and well-structured learning environment promotes active learning and full participation for children and youth.

Indicator	Best Practices Rationale
2.1.3(b) Fostering Appreciation and Support for Diversity: Intentional Teaching Teaching strategies promote an awareness and appreciation of diversity and appreciation of diversity in all its forms such that children and youth see themselves as full participating members in their program and in the global community.	The learning environment demonstrates differentiated instruction and accommodates the areas of diversity identified in state law (ability, age, gender, ethnicity, sexual orientation, language, race, region, religion, socioeconomic status). The more teachers are able to help children, youth, and adults value and respect diversity in all of its forms, the further we move toward living in a more respectful and cooperative society. Valuing and respecting diversity needs to be part of the foundation of care for all children and youth.
Required Evidence O Evidence of collaboration among children and youth O Activities accommodate various learning styles and are accessible to all children and youth O Activities that promote an understanding and value of diversity in all its forms O Characters in books and social stories used to help children and youth understand social interactions, situations, and expectations relevant to the personal lives of children and youth	Skilled teachers find ways to identify the unique contributions each child and youth brings to the learning environment and adapt practices, routines, activities and strategies to build upon these contributions. Teachers are able to help children and youth work together across gender, cultural, religious, and economic bounds, and engage in true collaboration. Teachers recognize that there is no such thing as a "typical learner" and that any kind of one-size-fits-all approach does not reach all children and youth.

Program Notes

138 needs diverse books etc

137 Needs diverse book etc

Initial Self-Appraisal Rating Date: _____ __ Not Met ✓ Partially Met __Fully Met	Final Self-Appraisal Rating Date: _____ __ Not Met __Partially Met __Fully Met

Standard	
Environment	
2.1 A planned and well-structured learning environment promotes active learning and full participation for children and youth.	
Indicator	**Best Practices Rationale**
2.1.4 Technology Appropriate use of technology and interactive media follow a developmental progression in the way children and youth use technology.	Effective uses of technology and media are active, hands-on, engaging, and empowering. It gives the child/youth control; provide adaptive scaffolds to help children/youth progress in skill development at their individual rates; and are used as one of the many options to support activities and projects. When used appropriately, technology and interactive media have the potential to enhance, without replacing, creative play, exploration, physical activity, outdoor experiences, conversation and social interactions.
Required Evidence O Appropriate and equitable shared use of technology O Interactive use of technology O Adults support the use of technology	(p. 121, 136, The Guide and NAEYC/Fred Rogers Center position statement)

Program Notes

138 - Technology present

137 - Technology ?

Initial Self-Appraisal Rating Date: _____ __ Not Met √ Partially Met __Fully Met	Final Self-Appraisal Rating Date: _____ __ Not Met __Partially Met __Fully Met

II. Program Operation

2.2 Curriculum:

Programming and Activities

School age child care programs provide children and youth access to high quality programming and activities during program hours. Quality programming and activities are essential to the healthy development of children and youth.

Research shows that high quality programs are effective programs, providing children and youth with the supports they need to learn and grow. A balanced program of academic support, arts, cultural enrichment, and recreation is provided to enhance education and overall development. School age programs foster an appreciation for reading, thinking critically, and understanding others through a variety of indoor and outdoor activities, child/youth initiated choice and intentionally planned teacher directed activities.

For the purpose of this document, curriculum and instruction are defined as the programming, activities, and experiences that are deliberately planned to support learning and healthy development for all children and youth.

Curriculum and Instruction

- Fosters relationships that show caring and respect and build a sense of belonging and connection
- Provides content, activities, and projects that are engaging, challenging, relevant and meet the cognitive, social, and developmental needs of all children and youth.
- Ensures that children and youth feel physically safe and emotionally safe to engage and learn.

In order to meet the wide variety of developmental levels that exist, a wide variety of choices need to be made available. Children and youth need a balanced day, with opportunities for rigorous physical activity, outdoor time, quiet time, time with friends, time to be alone, time to reflect and time to discuss, debate, problem solve and explore. Staff may need to plan a wide variety of activities and provide new challenges and opportunities to explore.

Standard

Curriculum: Programming and Activities

2.2 The program utilizes curriculum that supports continuity of learning and development of all children and youth.

Indicator	Best Practices Rationale
2.2.1 Content: Activities and Experiences Activities and experiences are content focused, integrated and include concepts for all areas, while being appropriate for the age and level of development of each child and youth.	The Maryland Early Learning Standards and Maryland's College and Career Ready Standards define key aspects of development and learning that are the foundation for success in learning. Learning and development are identified as key areas of development for preschool and school-aged children and youth. Understanding the developmental characteristics of children and youth provides a frame of reference so that teachers can anticipate and plan for a continuum of learning.
Required Evidence ☑ Learning experiences are interesting and appropriately challenging ☑ A variety of materials are available for children and youth to engage in learning ☑ The needs of the individual child/youth are balanced with the needs of the group ☑ Evidence of activities and experiences occurring across all domains	Taking all of the domains of development into consideration adding temperament, personality, interests, family culture, and wellness into the unique profiles of a child's knowledge, skills, and attitudes toward life and learning is taking a whole child view. This is important when considering the development of a child because looking at a specific domain informs what activities to provide and how to enhance individual skills.

Program Notes

Initial Self-Appraisal Rating Date: _____ __ Not Met _✓_ Partially Met __Fully Met	Final Self-Appraisal Rating Date: _____ __ Not Met __Partially Met __Fully Met

Standard	
Curriculum: Programming and Activities	
2.2 The program utilizes curriculum that supports continuity of learning and development of all children and youth.	
Indicator	**Best Practices Rationale**
2.2.2 Social Foundations Children and youth are provided opportunities to engage in play to support social foundations skills.	Children's and youth's attention, self-regulation and social behaviors are as important as cognitive abilities when seeking predictors of later academic success. Social foundations include the skills necessary to regulate one's own behavior and emotions, develop healthy relationships with adults and other children, and create a sense of positive identity. It focuses on children's and youth's approach to learning including: their willingness to initiate, engage, and sustain participation in different learning activities; their ability to demonstrate control through, executive function skills; and self-regulation to remain on task in the face of distractions and to comply with rules, routines and expectations.

Required Evidence
 	
O Age appropriate rules written in positive terms are posted
O Intentional activities that promote appropriate behavior such as:
    ▪ Class meetings/circle time discussions
    ▪ Small group interactions
    ▪ Paired activities
    ▪ Role playing
    ▪ Small group problem solving
O Teachers used visual cues and social stories to support conflict resolution and self-regulation strategies
O Teachers model positive social interactions with all children, youth and adults
O Teachers have respectful interactions with children
	Skilled teachers intentionally plan for and help young children learn how to develop healthy relationships with adults, other children, and youth.
	
	Teachers, children, and youth generate classroom rules together and decide on appropriate consequences throughout the year. Social conflicts between children and youth are used as a learning experience with teachers providing guidance and support to help children and youth resolve conflicts. (pp. 22, 81, The Guide)

Program Notes

More paired actrities
Social Stories -

Initial Self-Appraisal Rating Date: _____ __ Not Met ✓ Partially Met __ Fully Met	Final Self-Appraisal Rating Date: _____ __ Not Met __ Partially Met __ Fully Met

Standard

Curriculum: Programming and Activities

2.2   The program utilizes curriculum that supports continuity of learning and development of all children and youth.

Indicator	Best Practices Rationale
2.2.3 Executive Function The development of approaches to learning and executive function skills facilitate and support the process of learning.	Executive function is part of social foundations and includes working memory (i.e. short term memory), so that children and youth are able to hold information in their mind and recall it when needed, and cognitive flexibility, so that children and youth are able to engage in problem solving and symbolic representation. Inhibitory control, the ability to control one's impulses, is also an executive functioning skill.
Required Evidence ☑ Visual cues to guide children's and youth's choices and decisions in social situations ☑ Visual cues to help children and youth plan their play and work ☑ Opportunities to engage in play 　■ Role playing 　■ Turn taking 　■ Rule making 　■ Making choices	Working memory and mental flexibility strengthen as children and youth gain, through practice, the ability to wait for their turn, return to interrupted work, or wait for the teacher's attention (and remember why they wanted to talk to their teacher). Teachers continuously support children and youth in building executive function because it influences learning at all ages. Teachers look for ways to introduce and extend exposure to the types of executive function skills that will serve children and youth long into the future. This includes those skills that facilitate and support the process of learning, such as a child's willingness to initiate, engage, sustain participation in different learning activities, and the ability to demonstrate control, so that they can remain on task in the face of distractions. (pp. 22, 83, The Guide)

Program Notes

Initial Self-Appraisal Rating Date: _____ __ Not Met __Partially Met ✓Fully Met	Final Self-Appraisal Rating Date: _____ __ Not Met __Partially Met __Fully Met
Standard	

Curriculum: Programming and Activities

2.2   The program utilizes curriculum that supports continuity of learning and development of all children and youth.

Indicator

2.2.4(a) Language Arts: Listening & Speaking
Children and youth are provided experiences and activities that enhance effective listening and speaking skills, enabling them to enhance the development of oral language in a variety of contexts.

Required Evidence

O   Staff model and elicit standard English and complete thoughts

O   Opportunities for children and youth to listen and respond during group discussion

O   Opportunities for children and youth to increase vocabulary through listening activities

O   Opportunities for children and youth to speak to inform, to question, to retell, and to dramatize using complete thoughts

O   Opportunities for children and youth to participate in process drama

Best Practices Rationale

Teachers promote opportunities for speaking and listening by modeling the role of the speaker as well as the listener. Engaging children and youth in conversation, making eye contact and asking questions help children and youth develop their speaking and listening skills. Children and youth will learn how to take turns during a discussion and to ask questions. Children and youth need opportunities to work in pairs to share information, take turns speaking and listening, and ask other children and youth to repeat what was said to help enhance their listening and speaking skills. (pp. 87-88, The Guide)

Children and youth need multiple opportunities to hear language, to develop, and expand vocabulary. English language learners are supported in speaking their home language while learning English. Through a variety of activities and experiences, children and youth develop and enhance confidence in their abilities to express their needs, choices, feelings, and points of view.

Program Notes

- Visual Displays
- More time to use visuals

Initial Self-Appraisal Rating	Final Self-Appraisal Rating
Date: _____	Date: _____
__ Not Met ✓ Partially Met __ Fully Met	__ Not Met __ Partially Met __ Fully Met
Standard	

Curriculum: Programming and Activities

2.2 The program utilizes curriculum that supports continuity of learning and development of all children and youth.

Indicator

2.2.4(b) Language Arts: Reading & Writing

Activities and experiences to enhance reading and writing are provided to enhance skill development in the areas of print awareness, phonological awareness, fluency, comprehension, and vocabulary development.

Required Evidence

- ☑ Library contains 2-3 books per child/youth of various genres.
- ☑ Functional and environmental print posted
- ○ Writing center with varied materials are available daily
- ☑ Variety of writing materials available in all learning centers

Need Books

Best Practices Rationale

To enhance print awareness and concepts, children and youth have regular exposure to books to see how spoken words are represented in print. Teachers help children and youth make connections to print in books as well as in the environment.

Teachers provide strategies and activities to enhance and build vocabulary and comprehension. By asking questions or providing choices, teachers are supporting comprehension skills and vocabulary growth. (pp. 88-91, The Guide)

Children and youth are provided activities and programming that enhance understanding that thoughts and ideas can be represented in drawing and writing and that those convey meaning. Children and youth are encouraged to express ideas using shapes, symbols, drawings, or dictating words and phrases. (p. 92, The Guide)

Program Notes

More Environmental print
Needs more books

Initial Self-Appraisal Rating

Date: _____

__ Not Met ☑ Partially Met __ Fully Met

Final Self-Appraisal Rating

Date: _____

__ Not Met __ Partially Met __ Fully Met

Curriculum: Programming and Activities

2.2   The program utilizes curriculum that supports continuity of learning and development of all children and youth.

Indicator

2.2.5   Mathematics

Programming and activities includes mathematics experiences and process outcomes that support children and youth's ability to solve problems, reason, and communicate and make connections.

Best Practices Rationale

Teachers provide activities and opportunities for children and youth to enhance and manipulate mathematical ideas and concepts through play, exploration, and analysis.

Children's and youth's natural interest in math is enhanced through experiences and materials. Enhance skill development in the following areas:

- Patterns and relationships
- Measurement
- Subitizing
- Data display and analysis
- Knowledge of number and number relationships
- View the world mathematically

Required Evidence

O   Hands-on activities that support mathematical concepts i.e.: counting, graphing, sorting, weighing, measuring, subitizing, comparing, etc.

O   Materials/manipulatives are available for children and youth to explore and practice math concepts daily

O

Program Notes

Initial Self-Appraisal Rating
Date: _____
__ Not Met   __Partially Met   ✓ Fully Met

Final Self-Appraisal Rating
Date: _____
__ Not Met   __Partially Met   __Fully Met

Curriculum: Programming and Activities

2.2 **The program utilizes curriculum that supports continuity of learning and development of all children and youth.**

Indicator	Best Practices Rationale
2.2.6 Science Programming and activities emphasize skills and processes and engage children and youth in activities that include real-life connections and problem-solving opportunities. **Required Evidence** Ⓞ✓ STEM is integrated in all learning centers Ⓞ✓ Children and youth are provided opportunities to ask questions, explore, and observe materials Ⓞ Variety of tools and <u>multisensory materials</u> provided for exploration Ⓞ *magnifying glasses*	Children and youth enhance scientific thinking skills while exploring the natural and physical world around them. Exploring with sand and water, cooking, gardening, or caring for a pet are all opportunities for children and youth to recognize patterns, make predictions, and formulate answers to questions. The teacher's role is to bring the scientific vocabulary to these activities and ask questions that expand thinking. Activities and materials are provided to guide children and youth toward the scientific processes of observation, prediction, and investigation. Children and youth use information from science, technology, engineering and mathematics (STEM) while engaged in activities that include real-life connections and problem-solving opportunities. (pp. 97-99, The Guide)

Program Notes

Initial Self-Appraisal Rating Date: _____ __ Not Met ✓ Partially Met __ Fully Met	Final Self-Appraisal Rating Date: _____ __ Not Met __ Partially Met __ Fully Met

1

Standard	
Curriculum: Programming and Activities	
2.2 The program utilizes curriculum that supports continuity of learning and development of all children and youth.	
Indicator	**Best Practices Rationale**
2.2.7 Social Studies	Children and youth understand their sense of self-identity and the part they play in their family, the program, and the community. Teachers help children and youth value diversity and recognize the important role that each person plays in building a strong and vibrant society. The social studies program enables children and youth to participate effectively in the groups to which they belong. Democratic and participatory school and classroom environments are essential to this type of real world learning. (pp. 99-100, The Guide)
Programming and activities focus on key knowledge, concepts, skills and attitudes in the areas of history, government, economics, geography, and peoples of the nations and world.	
Required Evidence	
O Age appropriate classroom rules written in positive terms are posted	
O Authentic materials representing social studies concepts (e.g. books, music, dolls, globes, and/or maps of classroom, school, U.S., world, etc.)	The social studies program provides opportunities for children and youth to learn about themselves, their community and the world. Learning takes place in the context of openness and appreciation for diversity of culture, and respect for similarities and differences among people. Activities that foster citizenship skills and an understanding of the unique qualities and characteristics of others promote cooperative learning and achievement of common goals.
O Authentic opportunities to learn about people and their roles	
O Variety of print materials (newspapers, magazines, books, original photographs, etc.)	
O Children and youth are provided opportunities to work collaboratively with peers	
O Social studies activities are integrated in all learning centers	

Program Notes

Initial Self-Appraisal Rating
Date: _____
__ Not Met   √ Partially Met   __ Fully Met

Final Self-Appraisal Rating
Date: _____
__ Not Met   __ Partially Met   __ Fully Met

Curriculum: Programming and Activities

2.2 The program utilizes curriculum that supports continuity of learning and development of all children and youth.

Indicator

2.2.8 Fine Arts

Programming and activities provide regular opportunities for children and youth to create, perform, and respond to quality and culturally diverse experiences in visual art, music, theatre, and dance.

Best Practices Rationale

Opportunities to engage with the arts are integrated in the activities and programming. Children and youth should have multiple opportunities for the following:

- Creating new art in all its forms
- Performing, presenting, and producing art in all its forms
- Responding to all forms of art
- Connecting with art in a personally and culturally meaningful way

(pp.101-102, The Guide)

Teachers focus on the process of creating and engaging in art rather than the end product. Children and youth should have time to explore materials in multiple ways. Teachers recognize the value in stand-alone experiences with the arts, but also find ways to integrate the arts into all activities. Children and youth have the opportunity to engage in independent art experiences.

Required Evidence

O   Opportunities for children and youth to engage in creative movement, dance and music

O   Opportunities for children and youth to analyze, interpret, and select artistic work for presentation

O   Children's and youth's creative work is labeled with name and displayed

Ø   Utilization of various music forms i.e.: classical, folk, country, lullabies, cultural music, etc.

Program Notes

Initial Self-Appraisal Rating

Date: _____

__ Not Met   √ Partially Met   __ Fully Met

Final Self-Appraisal Rating

Date: _____

__ Not Met   __ Partially Met   __ Fully Met

Standard	
Curriculum: Programming and Activities	
2.2 The program utilizes curriculum that supports continuity of learning and development of all children and youth.	

Indicator	Best Practices Rationale
2.2.9 Physical and Health Education Programming and activities promote development of healthy lifestyles through daily opportunities for children and youth to develop motor skills, participate in exercise/physical activities, and health/safety practices.	Children and youth learn and practice self-care routines such as hand-washing, and following basic safety rules when modeled by teachers. Teachers provide activities and opportunities to enhance physical development – both gross and fine motor and instilling routines that promote healthy lifestyles. Children and youth need many opportunities both indoors and outdoors to engage in activities that promote gross motor skills, connect with nature, and enhance social foundation skills. Rigorous play gives children and youth a chance to discharge energy and join with peers in developmentally appropriate interactions. Regular intervals of physical activity help support brain development and allow children and youth to learn by doing, and respond to environmental inputs. (pp.84-87, The Guide)
Required Evidence o Daily opportunities to use indoor and outdoor equipment that promote fine and gross motor skills (climbers, balance beam, balls, bean bags, etc.) o Teachers provide guidance and practice in the healthy habit of hand-washing. o Teachers intentionally implement indoor and outdoor centers that include activities and/or games promoting movement skills o Teachers provide appropriate modifications and accommodations for children and youth with disabilities	

Program Notes

Hand Washing signs

Initial Self-Appraisal Rating Date: _____ __ Not Met ✓ Partially Met __Fully Met	Final Self-Appraisal Rating Date: _____ __ Not Met __Partially Met __Fully Met

4

II. Program Operation

2.3 Curriculum:

Instruction and Enrichment

Standard	
Curriculum: Instruction and Enrichment	
2.3 Curriculum is delivered through instructional strategies which support children's and youth's development, learning, and attainment of skills.	

Indicator	Best Practices Rationale
2.3.1 Learning Through Play Daily activities include time for free and guided play to provide learning opportunities that are integrated across domains.	Research continues to provide evidence that playful learning supports social foundations, the development of executive function skills and impacts cognitive development. Free play is the time that is spent in a less structured setting and children and youth are able to independently initiate and practice activities or games. There is a higher degree of independence and choice. Guided play is initiated by the teacher and is more structured. Learning centers are examples of guided play.
Required Evidence O Children and youth are provided daily opportunities to choose where to play O Children and youth are provided daily opportunities to choose materials for play O Materials are easily accessible to children and youth	 Through intentional engagement with learning materials, play, child-/youth-directed learning, and teacher-directed instruction, opportunities are provided for children and youth to practice skills and concepts of the domains of learning. (pp. 81-82, The Guide)

Program Notes

Initial Self-Appraisal Rating Date: _____ __ Not Met __Partially Met √Fully Met	Final Self-Appraisal Rating Date: _____ __ Not Met __Partially Met __Fully Met

Standard

Curriculum: Instruction and Enrichment

2.3   Curriculum is delivered through instructional strategies which support children and youth's development, learning, and attainment of skills.

Indicator	Best Practices Rationale
2.3.2 Independent Learning Exploration Independent learning provides opportunities for children and youth to explore, experiment, question, investigate, and problem-solve.	Materials that encourage open-ended thinking and active participation are an integral part of daily activities. Teachers facilitate learning based on the understanding of child and youth development, individual strengths and needs. This is a dynamic process between the teacher and child/youth with the teacher being the facilitator and child/youth becoming the investigator.
Required Evidence O Learning centers/Interest areas are accessible to all children and youth O Daily schedule provides adequate time for independent learning exploration O Appropriate equipment, manipulatives and materials are accessible O Children are engaged in independent learning activities O Authentic objects and props are available and utilized daily *needed*	Learning center goals are linked to the goals of the curriculum. Teachers are mindful of connecting the opportunities in learning centers to the domains of development, providing multiple modalities, and offering multiple levels of tasks so that all learners can work together but on different activities within a learning center. (pg. 128, The Guide)

Program Notes

Initial Self-Appraisal Rating Date: _____ __ Not Met √ Partially Met __ Fully Met	Final Self-Appraisal Rating Date: _____ __ Not Met __ Partially Met __ Fully Met

Standard	
Curriculum: Instruction and Enrichment	

2.3   Curriculum is delivered through instructional strategies which support children and youth's development, learning, and attainment of skills.

Indicator	Best Practices Rationale
2.3.3 Authentic Learning Instruction integrates concepts of curriculum into developmentally appropriate practices and relates in a meaningful way to real life experiences.	Instruction is presented in the context of the child's/youth's world and related in a meaningful way to real-life experiences. As part of daily instruction, teachers facilitate opportunities for children and youth to investigate, apply, and extend their learning. When teachers provide program/school connections, children and youth are able to extend and apply their learning outside the classroom.
Required Evidence O Teachers provide topics/discussions relevant to children's and youth's interests and needs O Teachers provide hands-on learning opportunities O Activities reflect prior experiences	

Program Notes

Initial Self-Appraisal Rating Date: _____ __ Not Met __Partially Met ✓ Fully Met	Final Self-Appraisal Rating Date: _____ __ Not Met __Partially Met __Fully Met

Standard	
Curriculum: Instruction and Enrichment	

2.3 Curriculum is delivered through instructional strategies which support children and youth's development, learning, and attainment of skills.

Indicator	**Best Practices Rationale**

2.3.4 Instructional Strategies
Instruction is based upon children's and youth's individual needs, interests, strengths, and learning styles.
 	
Required Evidence
 	
O   Teachers provide opportunities and activities that meet children's and youth's needs:
    ▪ Cooperative learning experiences
    ▪ Exploratory learning centers
    ▪ Differentiated tasks
    ▪ Scaffolding
O   Teachers implement strategies that encourage higher level thinking skills such as
    ▪ Open-ended, higher level questions, and investigation
    ▪ Cooperative learning strategies
    ▪ Problem solving strategies
O   Balance of teacher-directed and child-/youth-initiated experiences
O   Multiple and flexible means for children and youth to express and engage in activities
	Teachers align instructional practices and activities for the purpose of facilitating learning. To help children and youth acquire new skills and concepts, teachers select from a range of strategies, including: asking open-ended questions, offering cues and prompts, listening attentively to responses and giving enough time to express themselves; demonstrating skills, adding more complex materials or concepts to a learning situation, and providing opportunities for cooperative learning.
	
	Because there is no such thing as a "typical learner" and any kind of one-size-fits-all educational approach does not reach all learners, children and youth of all abilities need a variety of opportunities to access materials and activities. Teachers provide a relaxed, supportive learning environment which enables children and youth of all backgrounds to express their needs, influence the behavior of others, solve problems, describe experiences, impart information, and demonstrate courtesy and empathy toward others.

Program Notes

Continue improve practices

Initial Self-Appraisal Rating Date: _____ __ Not Met √ Partially Met √ Fully Met	Final Self-Appraisal Rating Date: _____ __ Not Met __ Partially Met __ Fully Met

Standard

Curriculum: Instruction and Enrichment

2.3 Curriculum is delivered through instructional strategies which support children and youth's development, learning, and attainment of skills.

Indicator	Best Practices Rationale
2.3.5(a) Management Strategies: Transitions Instruction incorporates management strategies which facilitate logical and organized transitions and routines.	Children and youth are learning important life skills as they transition from one activity to another. Transition times are opportunities for developing social foundation skills. In this, teachers help children and youth learn how to manage choices and change, how to plan their time, how to follow directions, how to work collaboratively, and how to learn responsibility. The main idea is that transitions are a time for learning, too. The classroom community is organized and structured. Children and youth are aware of expectations and daily routines. Children, youth and teachers share responsibility for the classroom. Sufficient time is allocated for transitions to allow children and youth to clean up and prepare for the next activity. Trays and bins for materials are clearly labeled to facilitate self-directed cleanup on the part of children and youth.
Required Evidence O Teachers use a variety of strategies to signal a transition is approaching O Teachers use a variety of behavior management strategies that result in positive learning behaviors (e.g., acknowledging positive behavior, avoidance, ignoring, etc.) O Children and youth know routines O Visual schedule is posted to assist children and youth with daily routines	

Program Notes

Initial Self-Appraisal Rating Date: _____ __ Not Met √ Partially Met √ Fully Met	Final Self-Appraisal Rating Date: _____ __ Not Met __ Partially Met __ Fully Met

Standard

Curriculum: Instruction and Enrichment

2.3 Curriculum is delivered through instructional strategies which support children and youth's development, learning, and attainment of skills.

Indicator	Best Practices Rationale
2.3.5(b) Management Strategies: Behaviors Instruction incorporates management strategies which facilitate and promote positive behavior.	Teachers use positive strategies, i.e. re-direction, to support and acknowledge appropriate behaviors. Teachers' responses are consistent in guiding behavior to meet the developmental needs of children and youth. When problems arise, the teacher responds quickly to support and maintain the safety and flow of the classroom.
Required Evidence O Teachers use visual cues that support classroom expectations O Children and youth know classroom rules and expectations so they can function with appropriate adult supports based on age and developmental need	Children and youth are actively involved in creating solutions to classroom challenges. Classroom activities and expectations are appropriate to the age and developmental needs of children and youth. Teachers are intentional in teaching and modeling positive social interactions. (pp. 70-73, The Guide)

Program Notes

Initial Self-Appraisal Rating Date: _____ __ Not Met ___Partially Met ✔ Fully Met	Final Self-Appraisal Rating Date: _____ __ Not Met ___Partially Met ___Fully Met

Standard	
Partnerships	

3.1   Family and community partnerships support the success of school age programs.

Indicator	Best Practices Rationale
3.1.1 Communication with Families Expectations and information about the school age program are disseminated on an ongoing basis and allow for family input.	Designing effective forms of communication about programs and program activities helps bridge the gap between families and programs. Effective communication provides opportunities for parents to communicate information regarding their children's and youth's strengths and needs, and their expectations.
Required Evidence ☑ Registration/Enrollment materials ☑ Parent/Family Handbook ☑ Evidence of ongoing family communication	Expectations for school age programs and plans for implementing them are disseminated to parents on an ongoing basis. Scheduling activities at times convenient and flexible for parents encourages family participation.

Program Notes

Initial Self-Appraisal Rating Date: _____ __ Not Met __Partially Met √ Fully Met	Final Self-Appraisal Rating Date: _____ __ Not Met __Partially Met __Fully Met

Standard	
Partnerships	
3.1 Family and community partnerships support the success of school age programs.	
Indicator	**Best Practices Rationale**
3.1.2 Supporting Child and Youth Development Families, community members, and staff collaborate to promote child and youth development and learning at home.	Effective family engagement strategies create a culture of high expectations in programs where family members support learning and development at home. Families are respected as the experts on their child and youth. Families are asked about any ideas or concerns they may have regarding collaboration and involvement. Teachers take the time to listen to family ideas and concerns, as well as invite them to continuously share input.
Required Evidence ☑ Evidence of family education and outreach containing information about child and youth development and learning	Teachers share information about evidence-based family programs to support specific family engagement goals. These goals may focus on literacy, comprehensive family support, home visiting, or school readiness goals. Strategies that encourage engagement also include sending materials home with tips for families to support learning at home. (pp. 41-46, The Guide)

Program Notes

Initial Self-Appraisal Rating Date: _____ __ Not Met _/Partially Met __Fully Met	Final Self-Appraisal Rating Date: _____ __ Not Met __Partially Met __Fully Met

Standard

Partnerships

3.1   Family and community partnerships support the success of school age programs.

Indicator	Best Practices Rationale
3.1.3 Family Engagement and Involvement Families, staff, and administrators are actively involved in program-based activities, curriculum, shared decision making, and advocacy for children and youth.	The opportunities for engaging families are endless. While teachers can come up with a host of strategies they'd keep in mind that engagement is a reciprocal partnership, and involve families in the development of ideas and strategies as well. Effective family engagement strategies create a culture of high expectations in programs where family members support learning and development.

Required Evidence
 	
☑ Evidence of implementation of family engagement strategies
 	
   ✓ Policy handbook which outlines the decision making, grievance, problem solving process
   ■ ✓ Agendas for trainings/workshops provided for families
   ■ ✓ List of Parent Advisory Board; Parent Officers or Committee Chairs
   PTA— N/A
	Some strategies that encourage engagement include sending materials home in language that is family friendly; invite families to help with projects; give families specific tasks so they can be part of the learning experience; and working with groups of families to co-create events of special interests. (pp.38-43, The Guide)
	
	Additional information on family engagement strategies can be found in *The Early Childhood Family Engagement Framework: Maryland's Vision for Engaging Families with Young Children.*

Program Notes

Initial Self-Appraisal Rating Date: _____ __ Not Met __Partially Met ✓ Fully Met	**Final Self-Appraisal Rating** Date: _____ __ Not Met __Partially Met __Fully Met

Standard

Partnerships

3.1   Family and community partnerships support the success of school age programs.

Indicator	Best Practices Rationale
3.1.5 Evaluation Family and community partners are encouraged to provide input to strengthen the program and family practices.	Evaluation and feedback from families is an important element of successful programs. There are three steps programs can use to evaluate their effectiveness: • Measuring participation and attendance at events to help identify how to best recruit and retain participants • Gathering baseline family data at the beginning of the year, which allows staff to identify roadblocks or strengths for families • Surveying the needs and satisfaction of families to tailor the types of activities to support families Knowing the research on the characteristics and evaluation practices of successful family engagement programs can be helpful as teachers seek to develop or choose initiatives to engage their families. A systemic approach where family engagement values and principles are woven into every aspect of the program has a greater likelihood of being effective and successful.
Required Evidence ☑ Completed parent survey ☐ Evidence parent survey results shared with parent advisory committee and/or governing body ✳Community	

Program Notes

| Initial Self-Appraisal Rating
Date: _____
__ Not Met   __Partially Met   __Fully Met | Final Self-Appraisal Rating
Date: _____
__ Not Met   __Partially Met   __Fully Met |

Standard	
Partnerships	
3.1 Family and community partnerships support the success of school age programs.	
Indicator	**Best Practices Rationale**
3.1.4 Community Engagement and Involvement Community resources are used to strengthen school age programs and shared with children, youth, and families.	Community engagement is a partnership. The program and the larger community work together supporting one another and sharing responsibility for meeting the comprehensive needs of the children, youth, and their families. Programs look for ways to rally the support and resources needed to meet the needs of each child and youth and go beyond what the program can provide. They can seek out ways to be a valued resource to the community as well, offering a place for meetings, extending training opportunities to providers through the community, participating in local celebrations, and joining forces with the community to speak out on behalf of children and youth and their families
Required Evidence ☑ Newsletters regarding community resources ☑ Community Resource Directory available to parents *Owel —one* ☑ Evidence of partnerships with community programs and businesses	There are many strategies that programs can use to engage the community. Some of these strategies include but are not limited to: inviting community and business leaders to your program; partnering with the local library; reaching out to local museums, partner with local service organizations; and/or connecting with a local nursing home or hospital. (pp.46-49, The Guide)

Program Notes

| Initial Self-Appraisal Rating
Date: _____
__ Not Met   __Partially Met   _/Fully Met | Final Self-Appraisal Rating
Date: _____
__ Not Met   __Partially Met   __Fully Met |

Partnerships
(Birth – 6 years)

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

Indicator	Best Practices Rationale
3.1.5 Community Engagement and Involvement Community resources are used to strengthen early learning programs, families, and children's learning.	Community engagement is a partnership. The early childhood program and the larger community work together supporting one another and sharing responsibility for meeting the comprehensive needs of young children and their families. Programs look for ways to rally the support and resources needed to meet the needs of the whole child and go beyond what the program can provide. They can seek out ways to be a valued resource to the community as well, offering a place for meetings, extending training opportunities to providers through the community, participating in local celebrations, and joining forces with the community to speak out on behalf of children and their families
Required Evidence ☐ Newsletters regarding community resources ☐ Community Resource Directory available to parents ☐ Evidence of partnerships with community programs and businesses	There are many strategies that programs can use to engage the community. Some of these strategies include, but are not limited to: inviting community and business leaders to your program; partnering with the local library; reaching out to local museums; partnering with local service organizations; and/or connecting with a local nursing home or hospital. (pp.46-49, The Guide)

Program Notes

Add more idea from Judy Center

Initial Self-Appraisal Rating Date: _____ __ Not Met ✓ Partially Met __Fully Met	Final Self-Appraisal Rating Date: _____ __ Not Met __Partially Met __Fully Met

Standard	
Partnerships **(Birth – 6 years)**	
3.1 Family and community partnerships support the success of early learning programs.	
Indicator	**Best Practices Rationale**
3.1.6 Evaluation Family and community partners are encouraged to provide input to strengthen early learning programs, family practices, and children's learning and development.	Evaluation and feedback from families are important elements of successful programs. There are three steps programs can use to evaluate their effectiveness: • Measuring participation and attendance at events to help identify how to best recruit and retain participants • Gathering baseline family data at the beginning of the year, which allows staff to identify roadblocks or strengths for families • Surveying the needs and satisfaction of families to tailor the types of activities to support families
Required Evidence ☑ Completed parent survey ☐ Evidence parent survey results shared with parent advisory committee; Program/School Improvement Team; and/or governing body	
	Knowing the research on the characteristics and evaluation practices of successful family engagement programs can be helpful as educators seek to develop or choose initiatives to engage their families. A systemic approach where family engagement values and principles are woven into every aspect of the program has a greater likelihood of being effective and successful.
Program Notes	
Initial Self-Appraisal Rating Date: _____ __ Not Met √ Partially Met __Fully Met	**Final Self-Appraisal Rating** Date: _____ __ Not Met __Partially Met __Fully Met

Maryland Accreditation Staff Qualification Form
Public Schools

Program Name: License #:

Directions: Complete the following information for each Teacher & Teacher Assistant.

STAFF MEMBER NAME	POSITION TITLE	State of Maryland Teaching Certificate or Maryland Approved Alternative Preparation program (Pre-K Teachers)	CDA or Associates Degree (Assistant Teachers and Paraprofessionals)
1			
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