



Maryland Accreditation

Standards for Implementing Quality

Early Childhood Programs

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

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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 early childhood program's philosophy statement and policies are consistent with early childhood practices that are age and developmentally appropriate and reflect the role of families. The written philosophy statement for the early childhood 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 1.1.1 Philosophy The program has a written philosophy and mission statement, which reflect effective early childhood practices; best practices for staff; and an appreciation for diversity and welcoming individuals of all abilities.	Best Practices Rationale 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 in the education of their children. The philosophy and mission statement exhibit a respect and appreciation for diversity of the global community and is welcoming of adults and children of all abilities.
Required Evidence <input checked="" type="checkbox"/> Written philosophy and mission statement	 The philosophy and mission statement describe the beliefs and practices of the program related to children, 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:

Templeton's philosophy, mission, and vision are re-visited every summer with the instructional council and then with the leadership team in order to make any needed revisions to ensure it aligns with our goals and beliefs. Then, it is shared with the staff during pre-service and it is re-visited throughout the year as applicable during staff meetings, team meetings, and SPMT.

Our philosophy, mission, and vision do reflect the qualities listed above to include exhibiting respect and appreciation of diversity and welcoming to people of all abilities.

Initial Self-Appraisal Rating

Date: ____9/23/24____

__ Not Met __ Partially Met X Fully Met**Final Self-Appraisal Rating**

Date: _____

__ Not Met __ Partially Met __ Fully Met

3

Standard**Program Philosophy**

1.1 The early childhood program's philosophy statement and policies are consistent with early childhood practices that are age and developmentally appropriate and reflect the role of families. The written philosophy statement for the early childhood 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**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.

Required Evidence

- ☐ Process for program evaluation and timeline
- ☐ Copies of completed annual program evaluation
- ☐ Program goals for on-going improvement

Best Practices Rationale

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 program planning and continuous 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

Our teachers and paraprofessionals set yearly goals that not only align without school focus, but also address on-going improvement and growth for our PreK program. Administration and ILTs conduct regular informal feedback sessions in order to allow teachers to consistently reflect and improve on their practices.

This is the first year we have used this evaluation to self- assess our PreK program. However, we will continue to do this yearly starting now. Also starting this year, information around our program will be shared with staff at staff meetings. Information about our program is shared with parents during Back to School Night and in monthly newsletters.

Initial Self-Appraisal Rating

Date: 9/23/24
 Not Met X Partially Met Fully Met

Final Self-Appraisal Rating

Date:
 Not Met Partially Met Fully Met

Standard**Program Personnel**

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

Indicator**1.2.1 Communication**

The administrator/supervisor communicates with program staff regarding developmentally appropriate strategies for implementation, assessment, and accountability.

Best Practices Rationale

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; the program planning and evaluation process; and resources to improve performance.

Required Evidence

- ☐ Staff Meeting Schedule
- ☐ Staff Meeting Agenda and Minutes
- ☐ Documentation of ongoing communication and information shared with staff regarding developmentally appropriate practices and program planning and evaluation

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 and families; and opportunities to express concerns and provide feedback related to program practices.

Program Notes

Starting this year, information around our program will be shared with staff at staff meetings. Administration and ILTs conduct regular informal feedback sessions in order to allow teachers to consistently reflect and improve on their practices. This also gives the staff opportunities to share concerns and to also give their feedback on how the program is working. In addition to these opportunities, we also have bi-weekly skills lab that provides professional development on best practices. Administration and ILTs also provide support with setting and monitoring professional and student goals through professional development at staff meetings and support sessions.

Initial Self-Appraisal Rating

Date: 9/23/34

☐ Not Met ☐ Partially Met ☒ Fully Met

Final Self-Appraisal Rating

Date: _____

☐ Not Met ☐ Partially Met ☐ Fully Met

Standard

Program Personnel

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

Indicator

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

Best Practices Rationale

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 identify 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

Starting this year, information around our program will be shared with staff at staff meetings. Administration and ILTs conduct regular informal feedback sessions in order to allow teachers to consistently reflect and improve on their practices. This also gives the staff opportunities to share concerns and to also give their feedback on how the program is working. In addition to these opportunities, we also have bi-weekly skills lab that provides professional development on best practices. Administration and ILTs also provide support with setting and monitoring professional and student goals through professional development at staff meetings and support sessions. Once goals/SGMs are discussed and approved during BOY conferences, we continue to provide professional development opportunities and support/planning sessions for the staff. These opportunities are provided after school and during school staff meetings/skills labs. This supports teachers and paraprofessionals in collecting evidence for their goals and to meet their goals.

Initial Self-Appraisal Rating

Date: 9/23/24

☐ Not Met ☐ Partially Met ☒ Fully Met

Final Self-Appraisal Rating

Date: _____

☐ Not Met ☐ Partially Met ☐ Fully Met

Standard**Program Personnel**

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

Indicator

1.2.3 Qualification: Early Childhood Educator Licensed Child Care/Head Start - Early Childhood Educator, responsible for the care and education of a group of children from birth through age five, 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.

Public School - Classroom Educator must have at least a Bachelor's degree in Early Childhood Education/Child Development or related field **and** meet Maryland State Certification requirements for early childhood education.

Required Evidence

- ☐ College Degree
- ☐ Current Maryland Child Care Credential (Licensed Child Care and Head Start)
- ☐ Current Maryland Certification certificate (Public School)
- ☐ Job Description

Best Practices Rationale

Early Childhood Educators who are appropriately educated are better prepared to plan and implement quality, developmentally appropriate programs for young children. Knowledge of child development and best practice is gained through education, experience working with young children, and ongoing professional development.

Programs understand the importance of employing qualified educators and providing ongoing professional development to enhance their knowledge and skills. When the early childhood educator is absent, a qualified substitute is provided to ensure continued program quality.

Educators are provided job descriptions that reflect expectations in: building relationships with children and families; implementing curriculum; instructional and assessment strategies; and professionalism.

Program Notes

Both of our PreK teachers have teaching certificates for the state of Maryland. One teacher has her advanced certificate and holds a PHD in Educational Management. Our second teacher has her conditional certificate and holds a Bachelor's degree.

Initial Self-Appraisal

Rating Date: 10-29-24____

___ Not Met ___ Partially Met ___X___ Fully Met

Final Self-Appraisal Rating

Date: _____

___Not Met ___ Partially Met ___Fully Met

Program Personnel

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

Indicator

1.2.4 Qualification: Assistant Teacher Licensed Child Care/Head Start - Assistant Teacher working with Early Childhood Teacher must have a high school diploma **and** Maryland Child Care Credential of level two or higher.

Public School -Assistant Teacher and/or Paraprofessional working with the Classroom Teacher must have a high school diploma **and** meet Maryland ParaPro requirements.

Required Evidence

- ☐ High School Diploma
- ☐ Current Maryland Child Care Credential
(Licensed Child Care and Head Start)
- ☐ Maryland ParaPro test results (Public School)

Best Practices Rationale

Assistant Teachers who are appropriately trained are better prepared to assist with planning and implementing quality, developmentally appropriate programs for young children.

Knowledge of child development and best practice is gained through education, experience working with young children, and ongoing professional development.

Programs understand the importance of employing qualified assistant teachers and providing ongoing professional development to enhance their knowledge and skills. When the early childhood teacher is absent, a qualified assistant teacher will ensure continued program quality.

Assistant Teacher as provided job descriptions that reflect expectations in: building relationships with children and families; facilitating learning; and professionalism.

Program Notes:

The paraprofessionals both have college credits to equal an associate's degree or higher.

Initial Self-Appraisal Rating

Date: 10-29-24_____

Not Met Partially Met X Fully Met

Final Self-Appraisal Rating

Date: _____

Not Met Partially Met Fully Met

Standard**Program Personnel**

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

Indicator**1.2.5 Professional Support**

The program implements policies that provide support to staff in order to meet professional and personal needs.

Best Practices Rationale

The cornerstone of a program's success is the staff. Teaching staff are responsible for guiding children's learning experiences in the classroom. The support provided to the teaching staff is essential to children'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 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 tasks are all strategies for professional support.

Planning time is an essential professional support. Educators 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

- Evidence of planning time is within the master and daily schedule.
- Adequate individual storage for teachers for personal area has to be properly identified
- Teachers meet in a PD room for Skills lab (one hour, once in two weeks) and team meetings to plan, learn strategies to improve teaching methods
- Teachers are frequently in conversation with the ILT to be updated with Professional Development offered by the District and the school

Initial Self-Appraisal Rating

Date: ____9/30/24____

___ Not Met ___Partially Met _x_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**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.

Best Practices Rationale

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.

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

- ☐ Agendas and minutes of transition/articulation meetings between classrooms
- ☐ Evidence of communication with families regarding transition within the program

Program Notes

- Enrolment is handled by qualified staff in school. Once children are placed in the classroom, information/background of the child are properly verified by the teacher to make sure that the child is in the proper placement
- Articulation meetings are held towards the end of the school year.
- Evidence of the communication with families is collected through communication logs and IEPs. The team aims to improve our process in communicating programming with families. In October, we will start a monthly newsletter. The team will also prioritize meeting with families of students that have additional services.
- Transition times are built into the schedule.
- The case manager has given the team IEP snapshots and supports the team.

Initial Self-Appraisal Rating

Date: _____ 9/30 _____

__ Not Met __ Partially Met X 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

**1.3.2 Transition and Continuity of Services
between Licensed Child Care/Head Start
and Local Public School**

Licensed Child Care/Head Start and Local Public School staff collaboratively develop transition plans for children moving to a new program that communicate children's individual strengths and needs.

Best Practices Rationale

Consistency and continuity play an important role in helping children successfully manage transitions. Transition planning addresses issues for all children, including children with special needs, such as:

- Ways for the family to facilitate the child's health and learning needs
- Written or verbal communication between program staff that provide children's strengths, needs, and interests
- Preparing the child and family for the transition

Required Evidence

- ☐ Written transition plan and activities
- ☐ Evidence of transition activities between Local Public School and Licensed Child Care/Head Start

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

- Enrolment is handled by qualified staff in school. Once children are placed in the classroom, information and background of the child are properly verified by the teacher to make sure that the child is in the proper placement
- Children with Special need are identified in Synergy so teachers are made aware
- An assigned Special educator provides services to the students inside the classroom and also to collaborate with the classroom teacher on strategies to help the students. This information is shared to the families of the students.
- Copies of IEPs are sent to the teacher's email
- Child's Interest Survey was conducted by families filling in the form, submitted to the teacher to be used as a guide to identify child's specific strengths and weaknesses.
- Prior child's records from different programs, if there are any, have yet to be identified by the school to fully help a smooth transition of learning. Classroom teachers are not apart of articulation when students come from other Early Childhood programs, such as Francis Fuchs.

Initial Self-Appraisal Rating

Date: ____9-30-24____

__ Not Met __x__ 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**1.3.3 Schedules and Routines**

The program documents daily routines and schedules to support continuity of learning.

Best Practices Rationale

The daily schedule provides a consistent structure that children can come to expect. A routine that children can count on contributes to a sense of comfort and security.

The daily schedule needs to be developmentally appropriate and reflect instruction in the various domains of development. There is a balance of quiet and active learning, time to explore at one's own pace to promote independence, and time to explore with others to build cooperative learning skills. There is a balance between child-directed activities and educator-directed activities. There need to be ample opportunities to scaffold instruction during the day. Educators build in flexibility to be able to follow the interests of the children.

For children aged two and younger, the schedule is primarily individual. Group instruction for children two or younger is optional. (pg. 121-123, The Guide)

Required Evidence

- ☐ Daily schedule includes core components of the day appropriate to the age of the children
- ☐ Schedules and lesson plans reflect intentional planning for daily transitions
- ☐ Daily schedules reflect integrated learning in all seven domains of learning

Program Note

- Picture schedule of the daily routine for learning is evident in the classrooms.
- The schedule is communicated to the students during the school day.
- Students are asked to move "an arrow" to identify the next activity in the class.
- Schedule of the day is patterned in the suggested activities of the district and reflects the components of the C4L learning guide.
- Each part of the schedule is properly assigned with required time allotted for each component.
- Our schedule and lessons reflect integrated learning.

Initial Self-Appraisal Rating

Date: ____9-30-24_____
__ Not Met __ Partially Met __x 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**1.3.4 Intentional Planning**

The program documents lesson plans to support continuity of learning and an organized approach so that interactions are intentional and goal directed.

Best Practices Rationale

Educators strategically plan for and prepare the learning environment so that children can naturally engage in developmentally appropriate learning activities that accommodate their age, experience, and abilities - and that provide exposure and practice for children to reach increasingly challenging goals. As educators plan for children's learning, it is critically important that they set high, achievable expectations for all children, including those with unique challenges due to physical, cognitive, emotional, or linguistic differences. By targeting the particular strengths and interests of each child, educators are able to plan for instruction that supports the achievement of their goals.

Required Evidence

- ☐ Implementation of State recommended curriculum, Public School developed curriculum or a curriculum individually developed by the program and accepted by MSDE
- ☐ Lesson plans reflect implementation of curriculum and are relevant to children's culture and personal interest
- ☐ Lesson plans meet the needs of each and every child, are informed by information gained from families, include information from IEP/IFSP and other resource personnel who may work with a child
- ☐ Lesson 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

Curriculum that is aligned to the Maryland Early Learning Standards reflects intentional and systematic instruction that will advance growth and learning. Lesson plans reflect the curriculum and allow for strategies to provide opportunities for children to be actively engaged in discovery and learning. These should include a mix of child directed and educator-directed explorations that value teachable moments. (pg. 115-120, The Guide)

Program Notes:

The C4L meets the requirements of MSDE, which is the curriculum being implemented. Lesson plans reflect the curriculum and are relevant to children's culture, but we need to integrate more of their individual interests into classroom activities. Teachers follow given IEP plans, but this is not in daily lesson plans. Moving forward, we will add a section for IEP accommodations and supports within the lesson plan template. Daily lessons and centers include opportunities for questioning and problem solving. However, we could improve on providing student choice for how they work on projects.

Initial Self-Appraisal Rating

Date: 9-11-24
__ Not Met X 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**1.3.5 Multiple Assessment Methods**

Multiple assessment methods are used to identify children's strengths, needs, interests, and progress. Information about areas of development and progress are systematically collected and documented throughout the program year.

Best Practices Rationale

Ongoing assessment helps educators understand if the curriculum and related lesson plans are effective. The data from assessment helps educators know when it is appropriate to jump ahead, or when they need to circle back to cover material again. Instructional goals are fine-tuned, and decisions about grouping and regrouping children are based on a variety of assessment data.

Required Evidence

- ☐ Written assessment plan
- ☐ Assessment tools are aligned with Maryland Early Learning Standards
- ☐ Evidence of ongoing observations used to inform planning
- ☐ Evidence of informal assessment using portfolios, checklists, anecdotal notes, work samples, etc.
- ☐ Written plans reflecting differentiation of instruction based on assessment

Educators regularly observe the developmental needs and interests of children. Documentation techniques such as anecdotal records, checklists, and collection of work samples are used to gain information about each child's interests, strengths, and needs. Parent's knowledge of their child's learning and development is solicited and incorporated into ongoing assessment strategies.

Attention is given to assessing progress of English Language Learners and other children with linguistic differences. There is evidence of classroom assessment accommodations for children with disabilities. (Chapter 8, The Guide)

Program Notes

Teachers and paraprofessionals use a variety of methods for assessing students to include observation checklists, anecdotal notes, student work samples, and rubrics. This is done on a daily basis and is mapped out within lesson plans. Teachers also reach out to families to learn more about students strengths and interests via telephone and Class Dojo. Lesson plans reflect differentiation based on student needs and interests as gathered by data. The team is working on integrating student interests more into lessons and centers, as the team recently collaborated on strategies to enhance engagement. The team collaborates during skills lab and planning periods to make adjustments to instruction based on student needs.

Initial Self-Appraisal Rating

Date: ____ 9-30-24 ____
__ Not Met __ Partially Met X Fully Met

Final Self-Appraisal Rating

Date: ____
__ Not Met __ Partially Met __ Fully Met

Standard <h2 style="text-align: center;">Program Continuity</h2>	
1.3 The early childhood program utilizes curricula and instructional strategies that ensure continuity of learning and development for all children.	
Indicator 1.3.6 Assessment Strategies Developmentally appropriate assessment informs instruction and is an integral part of daily planning.	Best Practices Rationale Assessing children's development and learning helps educators better understand individual children and tailor learning experiences accordingly, so that all children reach their full potential. Assessment of children is used as part of the curriculum planning and implementation cycle.
Required Evidence <input type="checkbox"/> Evidence of completed assessment tools <input type="checkbox"/> Samples of data collected <input type="checkbox"/> Evidence of differentiation, e.g. grouping based on assessment data <input type="checkbox"/> Strengths and interests of children are reflected in instructional strategies, e.g. think-pair share, cooperative learning, problem solving, etc.	Understanding the whole child helps educators apply the results of assessment in context, allowing educators to focus on the strengths of the child and how those can be used to bolster all areas of learning and development. The purpose of assessment is to gain a better understanding of a child's areas of strengths and needs, and to adjust instruction to promote learning. It is essential that assessments are intentionally linked to child growth, development, curriculum, and instruction. Educators continuously review progress and use that information to modify their teaching to match the children's pace of learning, abilities, and interests. (Chapter 8, The Guide)
Program Notes: The team is working on integrating student interests more into lessons and centers, as the team recently collaborated on strategies to enhance engagement. The team collaborates during skills lab and planning periods to make adjustments to instruction based on student needs. The team also uses a variety of developmentally appropriate instructional strategies to engage students in daily lessons and activities to include music, hand gestures, turn and talk, hands on projects and centers, etc. The teacher and para collaborate to collect data and to adjust these activities/lessons accordingly. They meet after school to discuss findings and trends in order to make these adjustments.	
Initial Self-Appraisal Rating Date: __9-30-24_____ __ Not Met __ Partially Met _X_ Fully Met	Final Self-Appraisal Rating Date: _____ __ Not Met __ Partially Met __ Fully Met

Standard <p style="text-align: center;">Program Accountability</p> <p>1.4 The early childhood program uses the results of the program evaluation of the early learning program in planning for overall program improvement.</p>	
Indicator <p>1.4.1 Reporting The results of the Annual Program Evaluation and Accreditation Self-Appraisal are reported to the governing body of the early childhood program, i.e. Board of Directors, Parent Advisory Board, Board of Education or School Improvement Team.</p>	Best Practices Rationale <p>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.</p> <p>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.</p>
Required Evidence <input type="checkbox"/> Program Improvement Plan <input type="checkbox"/> A copy of Annual Program Evaluation Report <input type="checkbox"/> Evidence that program evaluation and accreditation self-appraisal results were shared with staff, parents, and governing body <input type="checkbox"/> Documentation from School Improvement Team Meetings	
Program Notes <p>This is our first experience using this self-appraisal. The team will use the results to create a plan in order to grow to fully met in all areas. This information will be shared with stakeholders to include families and administration. This will also be discussed during instructional council (school improvement) in order to provide updates on progress as needed, as well as to seek feedback and collaborate on strategies.</p>	
Initial Self-Appraisal Rating Date: __9-30-24_____ __ Not Met __X__ Partially Met __ Fully Met	Final Self-Appraisal Rating Date: _____ __ Not Met __ Partially Met __ Fully Met

II. Program

Operation 2.1

Environment

(Birth to 6 years)



Standard**Environment (Birth – 6 years)**

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

Indicator

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.

Best Practices Rationale

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

- ☐ Clean
- ☐ Well drained
- ☐ Free of clutter
- ☐ Appropriate storage of outside equipment
- ☐ Appropriate and well maintained playground equipment
- ☐ Appropriate surfaces
- ☐ Shaded/covered area

Equipment is appropriate for the ages and abilities of the children and is well maintained. There is enough portable and stationary equipment so that children have access without long waits. Portable equipment is stored in a locked facility.

Program Notes

- Play area is located below ground level. Students walk down and up the steps to their classroom.
- Playground should not have water puddles.
- No storage for outside playground equipment.
- Playground equipment are well maintained.
- No portables in the playground. The team has difficulty getting all supplies to and from the playground due to stairs, there are even steps from the bottom floor to outside. The team is working on a solution to this.
- Poisonous plants have to be checked if they're present on the playground area.

Initial Self-Appraisal Rating

Date: ___9-30-24___

___ Not Met x ___ Partially Met ___ Fully Met

Final Self-Appraisal Rating

Date: _____

___ Not Met ___ Partially Met ___ Fully Met

Standard**Environment (Birth – 6 years)**

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

Indicator**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.

Best Practices Rationale

The outdoor environment provides time for children 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 to interact with large groups, small groups, and individually.

Required Evidence

- ☐ Structures for promoting sensory integration
- ☐ Space for digging, gathering, and investigating
- ☐ Space to play games
- ☐ Variety of surfaces to support different types of play i.e. sand, mulch, dirt, grass, blacktop
- ☐ Space for large group play
- ☐ Space for small group play
- ☐ 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 to crawl, roll, jump, climb, and swing to promote sensory integration.

Adaptations are made or special equipment is provided for children with disabilities. Outdoor space has a variety of surfaces permitting different types of play. (pgs. 139-141, The Guide)

Program Notes

- No need for special equipment for children with disabilities.
- We have a variety of sized balls to play with, but our equipment is limited.
- Our space is large enough to accommodate a variety of activities and has a variety of surfaces.
- One part of the playground equipment is specific about the age group.
- It should be noted that we are in a temporary location, as a new school building is being built in our original space. The new school should open SY26-27.

Initial Self-Appraisal Rating

Date: __9-30-24__

__ Not Met __xPartially Met __ Fully Met

Final Self-Appraisal Rating

Date: _____

__ Not Met __ Partially Met __ Fully Met

Standard**Environment (Birth – 6 years)**

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

Indicator**2.1.1(c) Outdoor Environment:
Intentional Learning Opportunities**

Daily opportunities provided for structured and unstructured outdoor play as part of the lesson plan/curriculum.

Best Practices Rationale

Outdoor time is intentionally linked to the learning occurring indoors so that skills are reinforced in multiple venues. Children continue to learn through play, exploration, and discovery in the natural environment. Educators ensure that children are dressed appropriately for daily outdoor learning experiences.

Required Evidence

- ☐ Prop boxes and space to stimulate dramatic play
- ☐ Materials for building
- ☐ Materials for drawing and painting
- ☐ Instruments and materials to dance, march, and create sounds

Authentic materials are available for children to construct their learning. Materials are developmentally appropriate, safe, and support learning goals. There is a mix of materials that supports all types of learners so that all children can work to develop new 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

- We, as a school, need to organize our materials to use for outdoor play.
- Since this is also a structured component of the day, planning is important for our team to support learning goals.
- Educators are vigilant in making sure that children are dressed up properly for outdoor activities.
- The team will identify possible focus activities that extend previous learning within daily lesson plans.

Initial Self-Appraisal RatingDate: 9-30-24 Not Met xPartially Met Fully Met**Final Self-Appraisal Rating**Date: Not Met Partially Met Fully Met

Standard**Environment (Birth – 6 years)**

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

Indicator**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.

Best Practices Rationale

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.

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. Furniture is arranged for convenient use.

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 with special needs.

Required Evidence

- ☐ Clean
- ☐ Well lighted and ventilated
- ☐ Free of clutter
- ☐ Separate diapering area, if applicable
- ☐ Furnishings are durable and designed to support children's needs
- ☐ Furnishings are appropriate height and size
- ☐ Developmentally appropriate soft areas

Program Notes

1. All furnishings inside the classroom that were issued by the District meet the standards set forth by this criteria.
2. The rooms are clean, well lighted , ventilated and free of clutter.

Initial Self-Appraisal Rating

Date: ___9-30-24___
___ Not Met ___ Partially Met X ___ Fully Met

Final Self-Appraisal Rating

Date: _____
___ Not Met ___ Partially Met ___ Fully Met

Standard**Environment (Birth – 6 years)**

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

Indicator**2.1.2(b) Indoor Environment: Organization of Space**

The learning environment reflects effective and flexible utilization of available space.

Best Practices Rationale

The indoor environment is welcoming, organized, and adaptable for all children. It provides clear, wide paths for children 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.

Required Evidence

- ☐ Space for personal belongings labeled for each child
- ☐ Large meeting area
- ☐ Small meeting area
- ☐ Library
- ☐ A variety of books and text materials in multiple places in the room
- ☐ Calming area
 - ☐ Space is organized to be child centered, flexible and accessible to all children

Children of all ages have a space for their personal belongings, labeled with their name and picture. 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 educators and children. Children are supported in developing a love of books both in groups and as an individual activity. A variety of books and text materials are a part of all centers, and are rotated to support subjects being explored and the variety of reading levels within a class. (pgs. 125-127, The Guide)

All programs have a calming area where children can relax. The calming area includes 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)

Program Notes

- Each classroom contains a safe space for students.
- There are a variety of books in each classroom.
- The classrooms are child centered, welcoming, and contain labels to include the students' names.

Initial Self-Appraisal Rating

Date: 9-30-24
___ Not Met ___ Partially Met X Fully Met

Final Self-Appraisal Rating

Date: _____
___ Not Met ___ Partially Met ___ Fully Met

Standard**Environment (Birth – 6 years)**

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

Indicator**2.1.2(c) Indoor Environment:
Intentional Learning Opportunities**

The learning environment reflects the goals of the early childhood program, creating an environment where learning is integrated across domains and the layout of the room is organized to support intentional, integrated learning.

Required Evidence

- Displays are at children's eye level, are hung neatly, and reflect current learning goals
- Walls, windows and bulletin boards have intentional displays and are not cluttered
- Tubs, trays, bins, baskets, shelves, boxes, and other items labeled and accessible

Best Practices Rationale

The environment provides children 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 learning goals of the program. Educators 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 children's imagination, creativity, and experiences. Displays are at children's eye level and reflect a multicultural environment. A skillful educator builds the environment with the children so that they develop a sense of ownership for the environment and see a representation of their work.

Easily moveable furniture and shelves enable educators to place materials close to their related learning spaces. Labels on materials help children easily find materials for use and for clean-up. (pp. 134-135, The Guide)

Program Notes

- The center bins are labeled and placed where children can easily access them.
- Most displays are at eye level whenever possible.
- The classroom environments reflect the students and are created with them to encourage ownership and to build a positive environment.

Initial Self-Appraisal Rating

Date: ____ 9-30-24 ____

__ Not Met __ Partially Met __x__ Fully Met

Final Self-Appraisal Rating

Date: ____

__ Not Met __ Partially Met __ Fully Met

Standard**Environment (Birth – 6 years)**

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

Indicator**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 see themselves as full participating members in the global community.

Required Evidence

- ☐ Instructional materials are authentic, accurate, and reflect positive images and information about diverse groups
- ☐ The environment reflects customs, traditions, structure and songs relevant to the culture of children, families, and staff

Best Practices Rationale

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, early childhood educators recognize physical, cognitive, social and emotional differences as diversity. (pp. 56, The Guide)

Multiculturalism is relevant and supportive of a diverse staff and family traditions that expand farther than the country from where 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 are authentic in reflecting diversity. The ultimate goal is to ensure that children are able to "see" themselves using these objects and to use them to learn about others.

Early childhood educators are sensitive to read the cues of the family, respect their values and priorities for their children 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

- Classroom environments that include books, pictures, artifacts and art genuinely reflect diversity.

Initial Self-Appraisal Rating

Date: _____

___ Not Met ___ Partially Met ___ Fully Met

Final Self-Appraisal Rating

Date: _____

___ Not Met ___ Partially Met ___ Fully Met

Standard**Environment (Birth – 6 years)**

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

Indicator**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 see themselves as full participating members in their early childhood program and in the global community.

Required Evidence

- ☐ Evidence of collaboration among children
- ☐ Activities accommodate various learning styles and are accessible to all children
- ☐ Activities that promote an understanding and value of diversity in all its forms
- ☐ Characters in books and social stories used to help children understand social interactions, situations, and expectations relevant to children's personal lives

Best Practices Rationale

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 early childhood educators are able to help children 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 education for all children.

Skilled educators find ways to identify the unique contributions each child brings to the learning environment and adapt practices, routines, and teaching strategies to build upon these contributions. Educators help children work together across gender, cultural, religious, and economic bounds, and engage in true collaboration.

Early childhood educators recognize that there is no such thing as a "typical learner" and that any kind of one-size-fits-all educational approach does not reach all learners. (p. 63, The Guide)

Program Notes

- Differentiated instruction is being practiced to accommodate the diverse needs of our students.
- We make it a point to identify and celebrate the unique contributions each child brings in our class community.

Initial Self-Appraisal Rating

Date: ____9-30-24____

___ Not Met ___ Partially Met X ___ Fully Met

Final Self-Appraisal Rating

Date: _____

___ Not Met ___ Partially Met ___ Fully Met

Standard**Environment (Birth – 6 years)**

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

Indicator**2.1.4 Technology**

Appropriate use of technology and interactive media follow a developmental progression in the way children use technology.

Best Practices Rationale

Effective uses of technology and media are active, hands-on, engaging, and empowering. They give the child control; provide adaptive scaffolds to help children progress in skill development at their individual rates; and are used as one of the many options to support children's learning.

Required Evidence

- ☐ Appropriate and equitable shared use of technology
- ☐ Interactive use of technology
- ☐ Adults support and scaffold children's use of technology

Screen time recommendations from public health organizations are considered when determining technology use for children birth – 5 years of age. Use of technology with children ages 2 – 6 is interactive. Any uses of technology and interactive media in programs for children younger than 2 years of age is limited to those that appropriately support responsive interactions between educators and children and strengthen adult-child relationships.

When used appropriately, and keeping screen time recommendations in mind, technology and interactive media have the potential to enhance, without replacing, creative play, exploration, physical activity, outdoor experiences, conversation and social interactions.

(p. 121, 136, The Guide and NAEYC/Fred Rogers Center position statement)

Program Notes

- Students are being grouped and was determined using beginning of the year data on observations, work samples, number letter identification.
- Students are closely monitored in using the technology to ensure it aligns with our learning goals. Teachers regularly check and oversee how technology is being utilized, adhering to the scheduled time set by the county. This structured approach helps maintain a focused learning environment while also allowing us to provide timely support and guidance to students as they engage with digital tools. By following these standards, we ensure that technology enhances the educational experience rather than detracts from it.

Initial Self-Appraisal Rating

Date: 9-30-24

☐ Not Met ☐ Partially Met ☒ Fully Met

Final Self-Appraisal Rating

Date: _____

☐ Not Met ☐ Partially Met ☐ Fully Met

II. Program Operation

2.3 Curriculum

(3 to 6 years)

Standard**Curriculum
(3 to 6 years)**

2.3 The early childhood program utilizes curriculum that supports each child's development. The curriculum is aligned with Maryland's early learning standards.

Indicator**2.3.1 Curriculum Content**

The curriculum content is integrated and includes concepts for all areas, while being appropriate for the age and level of development of each child.

Best Practices Rationale

The Maryland Early Learning Standards define key aspects of development and learning that are the foundation for a child's success in learning. Seven domains are identified as key areas of development for preschool –aged children. Understanding the developmental characteristics of young learners provides a frame of reference so that early childhood educators can anticipate and plan for a continuum of children's learning.

Required Evidence

- ☐ Learning experiences are interesting and appropriately challenging
- ☐ A variety of materials are used for children to engage in learning that fits within the curriculum
- ☐ Opportunities for practicing skills are integrated across the curriculum
- ☐ The needs of the individual child are balanced with the needs of the group
- ☐ Evidence of learning experiences occurring in all domains

Taking all of the domains of development into consideration and 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 to teach and how to build-up individual skills in a child. Looking at the whole child informs how to teach including approaches differentiation individualization, and pace. Providing ways for children to demonstrate understanding gives each child the opportunity to express their abilities and interest as individuals. (pp. 21, 26, 29, The Guide)

Program Notes

- Families have completed Student Interest forms about their child. We take that data and plan different games that are familiar and/or interest them.
- Teachers follow the C4L curriculum which allows students multiple opportunities for applying learned skills in a variety of ways. The teachers also add needed sports and scaffolds to meet the needs of all students within their classrooms. The curriculum is well rounded and integrates all content areas, including SEL.
- Teachers regularly assess students and monitor progress in order to adjust their lessons and small groups activities based on their students' needs and performance.

Initial Self-Appraisal Rating

Date: ____ 9-30-24 ____

__ Not Met __ Partially Met _X_ Fully Met

Final Self-Appraisal Rating

Date: _____

__ Not Met __ Partially Met __ Fully Met

Standard**Curriculum
(3 to 6 years)**

2.3 The early childhood program utilizes a curriculum that supports each child's development. The curriculum is aligned with Maryland's early learning standards.

Indicator**2.3.2 Social Foundations**

Children are provided opportunities to engage in playful learning to support social foundations skills.

Best Practices Rationale

Young children's attention, self-regulation and social behaviors are as important as cognitive abilities as 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 approaches 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 comply with rules, routines and expectations.

Skilled early childhood educators intentionally plan for and help young children learn how to develop healthy relationships with adults and other children.

Educators and children generate classroom rules together and decide on appropriate consequences throughout the year. Social conflicts between children are used as a learning experience with educators providing guidance and support to help children resolve conflicts. (pp. 22, 81, The Guide)

Required Evidence

- ☐ Age appropriate classroom rules written in positive terms are posted
- ☐ Intentional activities that promote appropriate behavior such as:
 - Class meetings/circle time discussions
 - Small group interactions
 - Paired activities
 - Role playing
 - Small group problem solving
- ☐ Educators use visual cues and social stories to support conflict resolution and self-regulation strategies
- ☐ Educators model positive social interactions with all children and adults
- ☐ Educators have respectful interactions with children

Program Notes

- Teachers follow the C4L curriculum which allows students multiple opportunities for applying learned skills in a variety of ways. The teachers also add needed sports and scaffolds to meet the needs of all students within their classrooms. The curriculum is well rounded and integrates all content areas, including SEL strategies.
- Visual cues and social stories are used as needed to address behaviors.
- Teachers and paras use positive reinforcement to encourage students to demonstrate appropriate school behavior.
- Teachers model SEL strategies and appropriate ways to interact with peers and school supplies.
- Teachers and paras implement conscious discipline strategies within classrooms.

Initial Self-Appraisal Rating

Date: 9-30-24
 Not Met Partially Met X Fully Met

Final Self-Appraisal Rating

Date:
 Not Met Partially Met Fully Met

<p>Standard</p> <p style="text-align: center;">Curriculum (3 to 6 years)</p> <p>2.3 The early childhood program utilizes curriculum that supports each child's development. The curriculum is aligned with Maryland's early learning standards.</p>	
<p>Indicator</p> <p>2.3.3 Executive Function</p> <p>The development of approaches to learning and executive function skills facilitate and support the process of learning.</p>	<p>Best Practices Rationale</p> <p>Executive function is part of social foundations and includes working memory (i.e. short term memory), so that children are able to hold information in their mind and recall it when needed, and cognitive flexibility, so that children are able to engage in problem solving and symbolic representation. Inhibitory control, the ability to control one's impulses, is also an executive function skill.</p> <p>Working memory and mental flexibility strengthen as children gain, through practice, the ability to wait for their turn, return to interrupted work, or wait for the educator's attention (and remember why they wanted to talk to their educator). Early childhood educators continuously support children in building executive function because it influences learning at all stages.</p> <p>Throughout the day, skilled educators look for ways to introduce and extend exposure to the types of executive function skills that will serve children 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)</p>
<p>Required Evidence</p> <ul style="list-style-type: none"> <input type="radio"/> Visual cues to guide children's choices and decisions in social situations <input type="radio"/> Visual cues to help children plan their play and work <input type="radio"/> Opportunities to engage in play such as: <ul style="list-style-type: none"> ▪ Role playing ▪ Turn taking ▪ Rule making ▪ Making choices 	
<p>Program Notes</p> <p>Visual Support are evident across all PreK classrooms. Student are given various opportunities to make choices, including selecting center activities and project materials. Teachers and paras use visual cues to reinforce rules and procedures. Students are frequently given feedback on their actions to encourage further development of executive functioning skills. Skills such as turn taking and making choices are modeled by the adults and children in the classroom.</p>	
<p>Initial Self-Appraisal Rating</p> <p>Date: <u>9-30-24</u></p> <p><input type="checkbox"/> Not Met <input type="checkbox"/> Partially Met <input checked="" type="checkbox"/> Fully Met</p>	<p>Final Self-Appraisal Rating</p> <p>Date: _____</p> <p><input type="checkbox"/> Not Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Fully Met</p>

<p>Standard</p> <p style="text-align: center;">Curriculum (3 to 6 years)</p> <p>2.3 The early childhood program utilizes curriculum that supports each child's development. The curriculum is aligned with Maryland's early learning standards.</p>	
<p>Indicator</p> <p>2.3.4(a) Language Arts: Listening & Speaking Children are provided with learning experiences that develop effective listening and speaking skills, enabling them to increase the development of oral language in a variety of contexts.</p>	<p>Best Practices Rationale</p> <p>Early childhood educators promote opportunities for speaking and listening by modeling the role of the speaker as well as the listener throughout the day. Engaging children in conversation, making eye contact and asking questions help children develop their speaking and listening skills. Children will learn how to take turns during a discussion and to ask questions. Children need opportunities to work in pairs to share information, take turns speaking and listening, and ask other children to repeat what was said to help develop their listening and speaking skills. (pp. 87-88, The Guide)</p> <p>Children 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 in large and small groups, children develop confidence in their abilities to express their needs, choices, feelings, and points of view.</p>
<p>Required Evidence</p> <ul style="list-style-type: none"> <input type="radio"/> Teaching staff model and elicit standard English and complete thoughts <input type="radio"/> Opportunities for children to listen and respond to daily read-aloud <input type="radio"/> Opportunities for children to increase vocabulary through listening activities <input type="radio"/> Opportunities for children to participate in individual and small group discussions <input type="radio"/> Opportunities for children to speak to inform, to question, to retell, and to dramatize using complete thoughts <input type="radio"/> Opportunities for children to participate in process drama 	
<p>Program Notes: The PreK program follows the C4L curriculum which allows students multiple opportunities for applying learned skills in a variety of ways, including frequent opportunities for language development and expanding vocabulary. Students are given many opportunities to talk and listen with their peers in order to complete small group and whole group activities. The turn and talk strategy is frequently used during read alouds and group discussions. Children are prompted to repeat something their partner said to stay on task. At times, this can be difficult for our students, so the team has been working on increasing their capacity with peer discourse. The team has deliberately embedded these opportunities in lesson plans and have completed professional development in this area. During collaboration sessions, the team has invited an ELD teacher to teach and model strategies for promoting effective discussions. The PreK program is continuing to grow in this area.</p>	
<p>Initial Self-Appraisal Rating Date: ____9-30-24_____ __ Not Met __X__ Partially Met __ Fully Met</p>	<p>Final Self-Appraisal Rating Date: _____ __ Not Met __ Partially Met __ Fully Met</p>

<p>Standard</p> <p style="text-align: center;">Curriculum (3 to 6 years)</p> <p>2.3 The early childhood program utilizes curriculum that supports each child's development. The curriculum is aligned with Maryland's early learning standards.</p>	
<p>Indicator</p> <p>2.3.4(b) Language Arts: Reading Learning experiences in the reading foundational skills are provided for children, including print awareness, phonological awareness, fluency, comprehension, and vocabulary development.</p>	<p>Best Practices Rationale</p> <p>To promote print awareness and concepts, children have regular exposure to books to see how spoken words are represented in print. Educators help young children make connections to print in books as well as in the environment.</p> <p>Phonemic awareness and phonics are elements of phonological awareness and precursors to emerging reading skills. Educators use systematic instruction where there is a deliberate and sequential focus on building relationships between sounds and letter symbols so that children can begin to decode new words. Educators also help children develop recognition of sight words.</p> <p>Educators model fluency through read-aloud stories and provide opportunities to read and re read familiar texts. Literature and informational texts are used to expose children to a variety of genres.</p> <p>Educators provide strategies and activities to build children's vocabulary and comprehension. By asking questions or having children make choices, educators are supporting comprehension skills and vocabulary growth. (pp. 88-91, The Guide)</p>
<p>Required Evidence</p> <ul style="list-style-type: none"> ○ Educators model and implement age appropriate reading strategies, e.g. fingerplays, rhyming, picture matching, phonics and phonemic awareness activities, and comprehension strategies ○ Classroom library contains 2-3 books, of various genres, per child. ○ Educators intentionally use functional and environment print ○ Children are provided opportunities for choral reading ○ Children are given feedback to promote the development of reading foundational skills ○ Children are provided opportunities to read for enjoyment 	
<p>Program Notes: The PreK curriculum provides multiple opportunities for modeling and implementing age appropriate reading skills and strategies, to include rhyming, matching, retelling, phonics, phonemic awareness, etc. The daily read alouds are used to promote and teach these skills as well. Center activities include opportunities for reading for enjoying and for applying taught reading skills, such as rhyming words. The classroom contains a variety of books and some environmental print that promote literacy. During whole and small group, teachers and paras give students feedback that promotes reading foundational skills. Activities during transitions also provide additional opportunities for students to apply reading skills. For example, when students enter the room, they practice producing letter sounds and rhyming words. However, the team is working on integrating more environmental print into the classrooms.</p>	
<p>Initial Self-Appraisal Rating Date: ____ 9-30-24 ____ __ Not Met __X__ Partially Met __ Fully Met</p>	<p>Final Self-Appraisal Rating Date: ____ __ Not Met __ Partially Met __ Fully Met</p>

<p>Standard</p> <p style="text-align: center;">Curriculum (3 to 6 years)</p> <p>2.3 The early childhood program utilizes curriculum that supports each child's development. The curriculum is aligned with Maryland's early learning standards.</p>	
<p>Indicator</p> <p>2.3.4(c) Language Arts: Writing Daily writing instruction includes opportunities to write for a variety of intentional purposes.</p>	<p>Best Practices Rationale</p> <p>Skilled early childhood educators make writing a part of every center in the classroom, so that children have many opportunities throughout the day to practice. Writing is an effective means for expressing ideas that can be shared with others, rather than a laborious task of practicing penmanship.</p>
<p>Required Evidence</p> <ul style="list-style-type: none"> <input type="radio"/> Children are provided opportunities for intentional writing to express ideas <input type="radio"/> Educators model writing during shared writing, class book creation, language experience charts, and dictation <input type="radio"/> Writing center with varied materials are available daily <input type="radio"/> Variety of writing materials available in all learning centers <input type="radio"/> Child generated books are displayed and available to children 	<p>Educators help children understand that thoughts and ideas can be represented in drawing and writing and that those convey meaning. Children are encouraged to express ideas using shapes, symbols, drawings, or dictating words and phrases. Children may use inventive spelling, while adults model "adult writing" when a child is dictating a story. (p. 92, The Guide)</p>
<p>Program Notes</p> <p>The PreK curriculum provides frequent and a variety of opportunities for writing. In addition to the writing center that contains multiple writing tools, other centers games/activities and small group lessons often include a writing component that requires students to generate writing/drawing pieces either in response to a story, question, or to recall personal events. Also, during small group instruction and centers, students are able to dictate writing as needed and teachers assist with labeling pictures. Student writing is displayed in the classroom. Child generated books are accessible to students throughout different centers in the classroom so that if they choose, they may re-read them.</p>	
<p>Initial Self-Appraisal Rating Date: __ 9-30-24 __ __ Not Met __ Partially Met __X__ Fully Met</p>	<p>Final Self-Appraisal Rating Date: _____ __ Not Met __ Partially Met __ Fully Met</p>

Standard**Curriculum
(3 to 6 years)**

2.3 The early childhood program utilizes curriculum that supports each child's development. The curriculum is aligned with Maryland's early learning standards.

Indicator**2.3.5 Mathematics**

The curriculum includes mathematics content and process outcomes that support children's ability to solve problems, reason, and make and communicate connections.

Best Practices Rationale

Early childhood educators create opportunities for children to learn and manipulate mathematical ideas and concepts through play, exploration, and analysis. They are aware of how to build on children's experiences and intentionally incorporate math into everyday learning across the curriculum. The five strands of math are counting and cardinality, operations and algebraic thinking, measurement and data, geometry, and number and operations in base ten.

Required Evidence

- ☐ Children are provided opportunities for hands-on activities that support mathematical concepts e.g.: counting, graphing, sorting, weighing, measuring, subitizing, comparing, etc.
- ☐ Materials/manipulatives are available for children to explore and practice math concepts daily
- ☐ Educators use and encourage mathematical vocabulary throughout the day
- ☐ Educators integrate mathematical concepts into all content areas and learning centers
- ☐ Educators promote exploration and inquiry through the use of questioning

Educators use children's natural interest in math to enhance their experiences in preschool and school, using the following practices:

- Establish number and operations as a foundational content area
- Incorporate math in other content areas
- Use progress monitoring to guide instruction
- Focus on teaching children to view the world mathematically
- Intentional daily math instruction

Program Notes

The PreK curriculum provides frequent opportunities for students to interact hand on with math tools and to apply learned math skills on a daily basis. Center activities include a specific math center, but also students apply skills, such as counting, subitizing, and measuring across multiple centers. For example, during dramatic play, students may be challenged to sort and count the pretend food. Math is integrated across the components of the day for whole group instruction as well. During a read aloud, students may count pictures within the book or discuss shapes they see. These integrations are intentionally done throughout lessons and units.

Initial Self-Appraisal Rating

Date: ____9-30-24_____
__ Not Met __ Partially Met _X_ Fully Met

Final Self-Appraisal Rating

Date: _____
__ Not Met __ Partially Met __ Fully Met

<p>Standard</p> <p style="text-align: center;">Curriculum (3 to 6 years)</p> <p>2.3 The early childhood program utilizes curriculum that supports each child's development. The curriculum is aligned with Maryland's early learning standards.</p>	
<p>Indicator</p> <p>2.3.6 Science The curriculum emphasizes skills and processes and engages children in activities that include real-life connections and problem-solving opportunities.</p>	<p>Best Practices Rationale</p> <p>Educators help children develop scientific thinking skills while exploring the natural and physical world around them. As children explore with sand and water, cook, garden, or care for a pet they are recognizing patterns, making predictions, and formulating answers to questions. The educator's role is to bring the scientific vocabulary to these activities and ask children questions that expand their thinking.</p>
<p>Required Evidence</p> <ul style="list-style-type: none"> <input type="radio"/> STEM is integrated in all learning centers and content areas <input type="radio"/> Authentic use of science vocabulary in functional print and literature <input type="radio"/> Children are provided opportunities to ask questions, explore, and observe materials and phenomena <input type="radio"/> Children are provided opportunities to make comparisons between objects and materials <input type="radio"/> Variety of tools and multisensory materials that support curriculum implementation <input type="radio"/> Educators use questions that promote exploration and inquiry 	<p>Using inquiry-based and problem-based learning, educators guide children toward the scientific processes of observation, prediction, and investigation. Young children 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)</p>
<p>Program Notes</p> <p>The PreK curriculum integrates STEM concepts across learning centers and provides opportunities for exploration and inquiry. Activities such as gardening, cooking, water play, and building structures encourage children to observe, ask questions, and solve problems. Educators support these experiences by using inquiry-based questions and introducing scientific vocabulary through functional print, literature, and hands-on activities.</p> <p>The curriculum promotes comparisons of objects and materials, such as sorting and classifying, while incorporating multisensory tools like magnifying glasses, scales, and sensory materials. Real-life connections, such as observing weather, help children recognize patterns and make predictions. By fostering observation, prediction, and investigation skills, the program encourages scientific thinking.</p>	
<p>Initial Self-Appraisal Rating</p> <p>Date: <u> 9-30-24 </u></p> <p><u> </u> Not Met <u> </u> Partially Met <u> X </u> Fully Met</p>	<p>Final Self-Appraisal Rating</p> <p>Date: <u> </u></p> <p><u> </u> Not Met <u> </u> Partially Met <u> </u> Fully Met</p>

<p>Standard</p> <p style="text-align: center;">Curriculum (3 to 6 years)</p> <p>2.3 The early childhood program utilizes curriculum that supports each child's development. The curriculum is aligned with Maryland's early learning standards.</p>	
<p>Indicator</p> <p>2.3.7 Social Studies</p> <p>The curriculum focuses on key knowledge, concepts, skills and attitudes in the areas of history, government, economics, geography, and peoples of the nations and world.</p>	<p>Best Practices Rationale</p> <p>Early childhood educators help children understand their sense of self-identity and the part they play in their family, the early childhood program, and the community. Educators help children value diversity and recognize the important role that each person plays in building a strong and vibrant society. The social studies program enables children 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)</p> <p>The social studies program focuses on opportunities for children 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.</p>
<p>Required Evidence</p> <ul style="list-style-type: none"> <input type="radio"/> Age appropriate classroom rules written in positive terms are posted <input type="radio"/> Authentic materials representing social studies concepts (e.g. books, music, dolls, globes, and/or maps of classroom, school, U.S., world, etc.) <input type="radio"/> Authentic opportunities to learn about people and their roles <input type="radio"/> Authentic use of social studies vocabulary <input type="radio"/> Variety of print materials (newspapers, magazines, books, original photographs, etc.) <input type="radio"/> Children are provided opportunities to work collaboratively with peers <ul style="list-style-type: none"> <input type="radio"/> Social studies activities are integrated in all learning centers and content areas 	
<p>Program Notes</p> <p>The PreK program incorporates some opportunities for children to learn about themselves, their community, and the world. Age-appropriate classroom rules are posted and positively framed, fostering a sense of belonging and self-identity. Authentic materials such as books and music are used to introduce social studies concepts, but there is limited representation of resources like maps or globes. Opportunities to learn about people and their roles in the community are included but could be expanded to better reflect diversity and cultural appreciation. Additionally, the program offers some print materials, such as books and photographs, but lacks a broader variety of resources like newspapers or magazines. Expanding these elements and providing more real-world and collaborative opportunities would enhance the program.</p>	
<p>Initial Self-Appraisal Rating</p> <p>Date: ____9-30-24____</p> <p>__ Not Met __X__ Partially Met __ Fully Met</p>	<p>Final Self-Appraisal Rating</p> <p>Date: _____</p> <p>__ Not Met __ Partially Met __ Fully Met</p>

<p>Standard</p> <p style="text-align: center;">Curriculum (3 to 6 years)</p> <p>2.3 The early childhood program utilizes curriculum that supports each child's development. The curriculum is aligned with Maryland's early learning standards.</p>	
<p>Indicator</p> <p>2.3.8 Fine Arts Fine arts curriculum provides regular opportunities for children to create, perform, and respond to quality and culturally diverse experiences in visual art, music, theatre, and dance.</p>	<p>Best Practices Rationale</p> <p>Opportunities to engage with the arts are integrated throughout the curriculum. Children have multiple opportunities for the following:</p> <ul style="list-style-type: none"> • 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 <p>(pp.101-102, The Guide)</p> <p>Instruction in the arts is focused on the process of creating and engaging in art rather than the end product. Young children have time to explore materials in multiple ways. Early childhood educators recognize the value in stand-alone experiences with the arts, but also find ways to integrate the arts into all curricular areas. Children have the opportunity to engage in independent art experiences and educator guided art experiences.</p>
<p>Required Evidence</p> <ul style="list-style-type: none"> <input type="radio"/> Opportunities for children to engage in creative movement, dance and music <input type="radio"/> Opportunities for children to analyze, interpret, and select artistic work for presentation <input type="radio"/> Children's creative work is labeled with name and displayed in the classroom/program <input type="radio"/> Utilization of various music forms i.e.: classical, folk, country, lullabies, cultural music, etc. <input type="radio"/> Children are provided opportunities to relate personal experiences and knowledge to various forms of art <input type="radio"/> Fine arts are integrated in all content areas and learning centers 	
<p>Program Notes</p> <p>The PreK program partially meets this requirement by providing some opportunities for children to engage in fine arts activities. Children participate in creative movement and music activities, but the inclusion of dance and diverse musical forms, such as folk or cultural music, is limited. Art created by children is displayed in the classroom and labeled, celebrating their efforts and fostering a sense of pride. However, opportunities for children to analyze, interpret, or select artistic works for presentation are less frequent, limiting their ability to connect with art on a deeper level.</p> <p>While independent art activities are offered, integration of fine arts across all content areas and learning centers is inconsistent. Expanding artistic experiences and more fully integrating the fine arts into daily activities would strengthen the program's alignment with best practices.</p>	
<p>Initial Self-Appraisal Rating Date: <u> 9-30-24 </u> <u> </u> Not Met <u> X </u> Partially Met <u> </u> Fully Met</p>	<p>Final Self-Appraisal Rating Date: <u> </u> <u> </u> Not Met <u> </u> Partially Met <u> </u> Fully Met</p>

<p>Standard</p> <p style="text-align: center;">Curriculum (3 to 6 years)</p> <p>2.3 The early childhood program utilizes curriculum that supports each child's development. The curriculum is aligned with Maryland's early learning standards.</p>	
<p>Indicator</p> <p>2.3.9 Physical and Health Education Physical education promotes development of healthy lifestyles through daily opportunities for children to develop motor skills, participate in exercise/physical activities, and health/safety practices.</p>	<p>Best Practices Rationale</p> <p>Early childhood educators help children learn self-care routines such as hand washing, and following basic safety rules. Educators help facilitate the physical development of young children by providing opportunities for motor development, both gross and fine motor, that are foundational for developing pre-writing skills, eye-hand coordination, and instilling routines that promote healthy lifestyles.</p>
<p>Required Evidence</p> <ul style="list-style-type: none"> <input type="radio"/> Children are provided daily opportunities to use indoor and outdoor equipment that promote fine and gross motor skills (climbers, balance beam, balls, bean bags, etc.) <input type="radio"/> Educators provide guidance and practice in the healthy habit of hand-washing. <input type="radio"/> Educators intentionally implement indoor and outdoor learning centers that include activities and/or games promoting movement skills <ul style="list-style-type: none"> <input type="radio"/> Educators provide appropriate modifications and accommodations for children with disabilities 	<p>Children need many opportunities both indoors and outdoors to engage in activities that promote gross motor skills, connect with nature, and develop social foundation skills. Rigorous play gives children a chance to discharge energy and join with peers in developmentally appropriate interactions.</p> <p>Regular intervals of physical activity help support brain development and allow children to learn by doing, and respond to environmental inputs. (pp.84-87, The Guide)</p>
<p>Program Notes</p> <p>The PreK program provides some opportunities for children to engage in physical and health education. Daily access to outdoor equipment supports gross motor development, and materials such as balls and bean bags encourage fine motor skills. Teachers and paras implement regular hand-washing routines, fostering a foundation for healthy habits. The connection with nature is present and includes a wide variety of structured and unstructured activities. The team intentionally integrates movement into the curriculum, especially with outdoor learning centers.</p>	
<p>Initial Self-Appraisal Rating</p> <p>Date: __9-30-24__</p> <p>__ Not Met __ Partially Met <u>X</u> Fully Met</p>	<p>Final Self-Appraisal Rating</p> <p>Date: _____</p> <p>__ Not Met __ Partially Met __ Fully Met</p>

II. Program Operation

2.4 Instruction

(3 to 6 years)

Standard**Instruction
(3 to 6 years)**

2.4 Curriculum is delivered through instructional strategies which support each child's development and attainment of Maryland early learning standards.

Indicator**2.4.1 Learning Through Play**

Daily activities include time for free and guided play to provide learning opportunities that are integrated across domains.

Best Practices Rationale

Research continues to provide evidence that playful learning supports social foundations, promotes the development of executive function skills, and impacts cognitive development. Free play, such as recess is the time that children spend in a less structured setting and 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 educator and is more structured. Learning centers (traditional interest areas or literacy based) are examples of guided play.

The skilled educator ensures that play is purposeful and serves as a vehicle for learning concepts taught in a more structured setting. Thus, guided play promotes the development of social foundation skills as well as academic skills.

Through intentional engagement with learning materials, play, child-directed learning, and educator-directed instruction, opportunities are provided for children to practice skills and concepts of the domains of learning. (pp. 81-82, The Guide)

Required Evidence

- XO** Learning centers/Interest areas reflect domains of learning
- XO** Children are provided daily opportunities for children to choose where to play
- XO** Children are provided daily opportunities for children to choose materials for play
- XO** Materials are easily accessible to children

Program Notes:

- Center management is being placed.
- Teachers are intentionally incorporating engagement strategies with learning materials.
- Learning centers that enhance cognitive development and support social foundations amongst children.

Initial Self-Appraisal Rating

Date: __9-30-24__
__ Not Met __Partially Met __x_Fully Met

Final Self-Appraisal Rating

Date: _____
__ Not Met __Partially Met __Fully Met

Standard**Instruction
(3 to 6 years)**

2.4 Curriculum is delivered through instructional strategies which support each child's development and attainment of Maryland early learning standards.

Indicator**2.4.2 Independent Learning Exploration**

Independent learning provides opportunities for children to explore, experiment, question, investigate, and problem-solve. Children take responsibility for their learning.

Best Practices Rationale

Materials that encourage open-ended thinking and active participation are an integral part of daily application and follow-up learning. Educators facilitate learning based on the understanding of each child's developmental strengths and needs and use independent learning opportunities to observe and record children's performance. This is a dynamic process between the educator and child with the educator being the facilitator and the child becoming the investigator.

Required Evidence

- XO** Learning centers/Interest areas are accessible to all children
- XO** Daily schedule provides adequate time for children to immerse themselves in independent learning exploration
- XO** Appropriate equipment, manipulatives and materials are accessible
- XO** Children are engaged in independent learning activities
- XO** Authentic objects and props are utilized by children daily

Independent learning is an integral part of each day. Educators provide time for children to immerse themselves in learning without the pressure of a quick rotation from one center/task to the next. A tremendous amount of development happens as children work within learning centers.

Learning center goals are linked to the goals of the curriculum. Educators 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

Classroom materials that encourage active participation are present for daily application and follow-up learning. Teachers facilitate this process by understanding each child's developmental strengths and needs, using independent learning opportunities to observe and record performance. Class independent learning is being practiced to allow children to immerse themselves in their learning without the pressure of quickly rotating through tasks.

Initial Self-Appraisal Rating

Date: ___9-30-24_____
___ Not Met ___Partially Met _X_ Fully Met

Final Self-Appraisal Rating

Date: _____
___ Not Met ___Partially Met ___Fully Met

Standard**Instruction
(3 to 6 years)**

2.4 Curriculum is delivered through instructional strategies which support each child's development and attainment of Maryland early learning standards.

Indicator**2.4.3 Authentic Learning**

Instruction integrates concepts of curriculum into developmentally appropriate practices and relates in a meaningful way to children's real life experiences.

Required Evidence

XO Educators provide topics/discussions relevant to young children's interests and needs

XO Educators provide hands-on learning opportunities

XO Classroom activities reflect children's prior experiences

Best Practices Rationale

Instruction is presented in the context of the child's world and related in a meaningful way to real-life experiences. Educators facilitate learning based on children's prior experiences, documented observations, and work samples as part of their ongoing assessment of children's strengths and needs. As part of daily instruction, educators facilitate opportunities for children to investigate, apply, and extend their learning. When educators provide home/school connections, children are able to extend and apply their learning outside the classroom. The planning process includes alignment with curricular objectives across content areas.

Program Notes:

In the classroom, teachers create a relevant learning environment by connecting lessons to real-life experiences and using engaging materials. Teachers encourage active learning by allowing students to observe and investigate topics and apply what they learned through hands-on activities. Teachers foster a supportive classroom community that encourages collaboration and inclusivity. Teachers use various teaching methods to engage all learners, ensuring a dynamic and effective learning atmosphere for each and every child. Additionally, Teachers assess student interests and utilize this information to inform centers and lesson topics.

Initial Self-Appraisal Rating

Date: ____9-30-24____

__ Not Met __Partially Met X Fully Met

Final Self-Appraisal Rating

Date: _____

__ Not Met __Partially Met __ Fully Met

Standard**Instruction
(3 to 6 years)**

2.4 Curriculum is delivered through instructional strategies which support each child's development and attainment of Maryland early learning standards.

Indicator**2.4.4 Instructional Strategies**

Instruction is based upon children's individual needs, interests, strengths, and learning styles.

Best Practices Rationale

Educators align instructional practices, curriculum, and assessment methods for the purpose of facilitating each child's learning. To help children to acquire new skills and concepts, educators select from a range of strategies, including: asking open-ended questions; offering cues and prompts; listening attentively to children's responses and giving them enough time to express themselves; demonstrating skills; adding more complex materials or concepts to a learning situation; and providing opportunities for cooperative learning.

Required Evidence

XO Educators provide opportunities and activities that meet children's needs:

- Cooperative learning experiences
- Exploratory learning centers
- Differentiated tasks
- Scaffolding

XO Educators implement strategies that encourage higher level thinking skills such as ▪
Open-ended, higher level questions, and investigation

- Cooperative learning strategies
- Problem solving strategies

XO Balance of educator-directed and child initiated experiences

O Multiple and flexible means for children to express and engage in 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 of all abilities need a variety of opportunities to access curriculum and assessments. Educators provide multiple and flexible ways for children to demonstrate what they have learned. Educators also have multiple and flexible means of engaging the learner so that all children are motivated to learn. (p. 63, The Guide)

Program Notes

The PreK teachers follow the C4L curriculum and make any needed adjustments to meet the specific needs of individual students. Everyday, there is a balance of teacher led and student led activities, to include free choice centers and teach read alouds. During centers, students have the opportunity to problem solve, work with peers, and explore. Teachers use questioning techniques to encourage student led discussions and higher order thinking.

Initial Self-Appraisal Rating

Date: ____9-30-24____

__ Not Met __ Partially Met _X_ Fully Met

Final Self-Appraisal Rating

Date: _____

__ Not Met __ Partially Met __ Fully Met

Standard**Instruction
(3 to 6 years)**

2.4 Curriculum is delivered through instructional strategies which support each child's development and attainment of Maryland early learning standards.

Indicator**2.4.5(a) Management Strategies: Transitions**

Instruction incorporates management strategies which facilitate logical and organized transitions and routines.

Best Practices Rationale

Children are learning important life skills as they transition from one activity to another. Transition times are opportunities for developing social foundation skills. In this, educators help children 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.

Required Evidence

- ☐ Wait time is limited for children during transitions
- ☐ Educators use a variety of strategies to signal a transition is approaching
- ☐ Educators use a variety of behavior management strategies that result in positive learning behaviors (e.g., acknowledging positive behavior of children, avoidance, ignoring, etc.)
- ☐ Children know routines
- ☐ Visual schedule is posted to assist children with daily routines

The classroom community is organized and structured. The children are aware of expectations and daily routines. Children and educators share responsibility for the classroom. Minimal amounts of time are spent getting ready, sitting, and listening. Sufficient time is allocated for transitions to allow children to clean up and prepare for the next activity. Educators use a variety of strategies to signal a transition, e.g. rhythmic clapping, finger play, song, dimming the lights, ringing a bell, music, or verbal announcement. (p. 123, The Guide)

Program Notes

Transitions are deliberately planned in order to minimize wait time for students. PreK teachers use hand signals and songs to indicate when it is time to transition and to get ready. Students and teachers use the visual schedule and daily routines to establish predictability and consistency across daily activities. Children are able to follow established routines, such as lining up, cleaning up, and moving their names to chosen centers.

Initial Self-Appraisal Rating

Date: 9-30-24
 Not Met Partially Met X Fully Met

Final Self-Appraisal Rating

Date:
 Not Met Partially Met Fully Met

Standard**Instruction
(3 to 6 years)**

2.4 Curriculum is delivered through instructional strategies which support each child's development and attainment of Maryland early learning standards.

Indicator**2.4.5(b) Management Strategies: Behaviors**

Instruction incorporates management strategies which facilitate and promote positive behavior.

Best Practices Rationale

Early childhood educators use positive strategies, e.g. re-direction, to support children's appropriate behaviors. Educators' responses are consistent in guiding behavior to meet each child's developmental needs.

When problems arise, the educator responds quickly to support the child and maintain the safety and flow of the classroom.

Children are actively involved in creating solutions to classroom challenges.

Classroom activities and expectations are appropriate to the age and developmental needs of children. Educators are intentional in teaching positive social interactions to all children. (pp. 70- 73, The Guide)

Required Evidence

- ☐ Educators use visual cues that support classroom expectations
- ☐ Children know classroom rules and expectations so they can function with appropriate adult supports based on age and developmental need

Program Notes

PreK teachers use hand signals and songs to indicate when it is time to transition and to get ready. Students and teachers use the visual schedule and daily routines to establish predictability and consistency across daily activities. Children are able to follow established routines, such as lining up, cleaning up, and moving their names to chosen centers. Classroom rules are supported with visuals and positively reinforced throughout the day.

Initial Self-Appraisal Rating

Date: 9-30-24
☐ Not Met ☐ Partially Met ☒ Fully Met

Final Self-Appraisal Rating

Date: _____
☐ Not Met ☐ Partially Met ☐ Fully Met

III. Home and Community Partnerships

3.1 Partnerships (Birth – 6 years)

Standard**Partnerships
(Birth – 6 years)****3.1 Family and community partnerships support the success of early learning programs.****Indicator****3.1.1 Communication with Families**

Expectations and information about early learning programs are disseminated on an ongoing basis and allow for family input.

Best Practices Rationale

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 strengths and needs, and their expectations for their child.

Required Evidence

- ☐ Registration/Enrollment materials
- ☐ Parent/Family Handbook
- ☐ Evidence of ongoing family communication

Expectations for early learning 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.

Programs encourage family engagement by co creating a monthly calendar of events that highlight adult and family-child opportunities in the program, as well as in the community. (pp. 37-41, The Guide)

Program Notes

All families are given a copy of the family handbook at the beginning of the year. On-going communication for family events and resources is often done through ClassDojo. All teachers are required to connect their families to Dojo. We post to our school page and have teachers re-post in their class pages. Class Dojo translates information in their native languages as well. Whenever possible, for information sent home, we send it in their native language. We also call parents using Language Links so there is an interpreter as needed and interpreters are requested for all school events involving families. We have the STEERING Committee and SPMT that coordinates family communication further and parents are invited to attend these meetings as well. Family nights are based on family needs and occur monthly. In PreK, families are invited to participate in culminating activities, such as the class museum and coral reef.

Initial Self-Appraisal Rating

Date: 10-29-24
___ Not Met ___ Partially Met X 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****3.1.2 Supporting Child Development**

Families, community members, and staff collaborate to promote child development and learning at home.

Best Practices Rationale

Effective family engagement strategies create a culture of high expectations in programs where family members support learning at home and monitor their children's performance. They advocate for their children and are active in guiding their education.

Required Evidence

- ☐ Evidence of family education and outreach containing information about child development and learning
- ☐ School readiness materials shared with families

Families are respected as the experts on their children. Educators engage families about their hopes and dreams for their children. Families are asked about any ideas or concerns they may have regarding collaboration and involvement. Educators take the time to listen to family ideas and concerns, as well as invite them to continuously share input. Educators and families work together to set goals and identify ways in which they can work together to achieve those goals.

Educators 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

During parent teacher conferences, teachers share what families can do at home to support their child. Each grade level has a monthly newsletter that includes the same. PreK also sends home the parent letter at the beginning of each unit that includes strategies to use at home. In addition, most of our monthly family nights include strategies for home support. For example, during the Math night, families learn and play a math fluency game and then they take it home with them for later use.

Initial Self-Appraisal Rating

Date: 10-29-24
 Not Met Partially Met X 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****3.1.3 Communication of Assessment Information**

Assessment information is communicated with children and parents/guardians on a regular, ongoing basis or at least twice per year.

Best Practices Rationale

As early childhood educators talk with families about the purpose of assessment, they acknowledge the important role that families play as their child's first educator. Early childhood educators need families to be active participants in supporting children's learning in and out of the home.

Required Evidence

- ☐ Completed Progress Reports/Report Cards
- ☐ Conference Schedules (twice per year)
- ☐ Completed Parent-Teacher Conference form
- ☐ Documentation of strategies shared with families to support development

From the beginning, early childhood educators talk with families about the importance of regular, ongoing assessment and how different assessments are used to monitor children's progress. Assessments help educators and families better understand the strengths and potential challenges of individual children, so that strategies can be tailored to best meet each child's interests and needs.

A parent-teacher conference is the typical approach used to share information about children's learning and the growth they have made. Most critical in those conversations is the professional guidance by educators on what families can do at home to support their child's learning. Providing suggestions for action is also important so that the family knows precisely what they can do to help their child make gains in a given area of development. (pp. 188-189, The Guide)

Program Notes

Progress reports and report cards are shared with families. Parents are encouraged to access their grades in Synergy and are able to seek assistance from the Parent Liaison if they have any difficulties accessing the information. Parent Teacher conferences are documented to include strategies shared with families to encourage their child's development. Families also sign-in to document participation and a schedule is shared ahead of time. These practices are school-wide.

Initial Self-Appraisal Rating

Date: 10-29-24
__ Not Met __ Partially Met X Fully Met

Final Self-Appraisal Rating

Date: _____
__ Not Met __ Partially Met __ Fully Met

Standard <div style="text-align: center;"> Partnerships (Birth – 6 years) </div>	
3.1 Family and community partnerships support the success of early learning programs.	
Indicator 3.1.4 Family Engagement and Involvement Families, staff, and administrators are actively involved in program-based activities, curriculum, shared decision making, and advocacy for children.	Best Practices Rationale The opportunities for engaging families are endless. While early childhood educators come up with a host of strategies, they 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 at home and monitor their children’s performance. They advocate for their children and are active in guiding their education. Some strategies that encourage engagement include: sending materials home in language that is family friendly; inviting families into the program to help with learning projects; giving families specific tasks so they can be part of the learning/teaching 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 <i>The Early Childhood Family Engagement Framework: Maryland’s Vision for Engaging Families with Young Children</i> .
Required Evidence <input type="checkbox"/> Evidence of implementation of family engagement strategies <ul style="list-style-type: none"> ▪ Policy handbook which outlines the decision making, grievance, problem solving process ▪ Agendas for trainings/workshops provided for families ▪ List of: Parent Advisory Board; PTA/PTO; Parent Officers or Committee Chairs; School Improvement Team Parent Members 	
Program Notes: Templeton offers a Family Night each month that include various topics to include Hispanic Heritage, Math and ReLa academic activities (Prek-5), ELD/SPED topics, and other events to encourage family involvement at school. We are also a Community School, so parents are given resources on wrap around services being offered by us and the community. Parents also complete a needs survey to inform us on the type of services and activities to target. There are also monthly parent meetings (cup of coffee) that cover topics of need as well. Agendas are created for these events to document and to share outcomes. We are in the process of developing a PTO, but it has been difficult to get parents to spearhead the committee. We have a STEERING committee that develops these activities.	
Initial Self-Appraisal Rating Date: ____10-29-24_____ __ Not Met __X__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.

<p>Indicator</p> <p>3.1.5 Community Engagement and Involvement</p> <p>Community resources are used to strengthen early learning programs, families, and children’s learning.</p>	<p>Best Practices Rationale</p> <p>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.</p> <p>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</p> <p>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)</p>
<p>Required Evidence</p> <p><input type="checkbox"/> Newsletters regarding community resources</p> <p><input type="checkbox"/> Community Resource Directory available to parents</p> <p><input type="checkbox"/> Evidence of partnerships with community programs and businesses</p>	
<p>Program Notes</p> <p>Templeton offers a Family Night each month that include various topics to include Hispanic Heritage, Math and ReLa academic activities (Prek-5), ELD/SPED topics, and other events to encourage family involvement at school. We are also a Community School, so parents are given resources on wrap around services being offered by us and the community. Parents also complete a needs survey to inform us on the type of services and activities to target. There are also monthly parent meetings (cup of coffee) that covers topics of need as well. Parents are kept informed through Class Dojo, as it is used school wide (in addition to phone calls and Synergy). We also offer a monthly family market where families can come “shop” for free for foods, clothes, etc. that are donated by staff and other community partners.</p>	
<p>Initial Self-Appraisal Rating</p> <p>Date: ____10-29-24____</p> <p>___ Not Met ___ Partially Met <u> X </u> Fully Met</p>	<p>Final Self-Appraisal Rating</p> <p>Date: _____</p> <p>___ Not Met ___ Partially Met ___ Fully Met</p>

Standard <div style="text-align: center;"> Partnerships (Birth – 6 years) </div>	
3.1 Family and community partnerships support the success of early learning programs.	
Indicator 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.	Best Practices Rationale Evaluation and feedback from families are important elements of successful programs. There are three steps programs can use to evaluate their effectiveness: <ul style="list-style-type: none"> • 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 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.
Required Evidence <input type="checkbox"/> Completed parent survey <input type="checkbox"/> Evidence parent survey results shared with parent advisory committee; Program/School Improvement Team; and/or governing body	
Program Notes Templeton offers a Family Night each month that include various topics to include Hispanic Heritage, Math and ReLa academic activities (Prek-5), ELD/SPED topics, and other events to encourage family involvement at school. We are also a Community School, so parents are given resources on wrap around services being offered by us and the community. Parents also complete a needs survey to inform us on the type of services and activities to target. There are also monthly parent meetings (cup of coffee) that covers topics of need as well. Parents are kept informed through Class Dojo, as it is used school wide (in addition to phone calls and Synergy). We also offer a monthly family market where families can come “shop” for free for foods, clothes, etc. that are donated by staff and other community partners.	
Initial Self-Appraisal Rating Date: _____10-29-24_____ ___ Not Met ___ Partially Met _X_ Fully Met	Final Self-Appraisal Rating Date: _____ ___ Not Met ___ Partially Met ___ Fully Met