

Preschool Special Education



Program Self-Assessment & Quality Improvement Guide

August 2003



The University of the State of New York
The State Education Department
Office of Vocational and Educational Services
for Individuals with Disabilities
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THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK

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August 2003

Dear Preschool Special Education Program Providers:

Preschool students with disabilities are receiving their first formal instruction by individuals trained in early childhood special education and/or related services. It is also a time when the foundation for learning is set. It is essential that programs providing these experiences for children and their families are effective and of the highest possible quality.

The purpose of the *Preschool Special Education Program Self-Assessment and Quality Improvement Guide* is to promote continuous self improvement activities for preschool special education programs funded under section 4410 of the Education Law. This *Guide* was developed as part of the Quality Indicator Study conducted by MAGI Educational Services. It is composed of quality indicators in seven major areas including program administration, program personnel, family relationships, teaching and learning, program environment, stakeholders/partners and program evaluation. The indicators were derived from a review of the literature and then reviewed by national and state-level experts in the field of early childhood education and early childhood special education.

The *Guide* is designed to assist providers in achieving a better understanding of current program functions, identifying areas of strength as well as areas in need of improvement related to program quality. If used consistently, the *Guide* will help providers assess progress regularly and promote communication and teamwork among staff and all stakeholders, including families, Boards of Directors and Committees on Preschool Special Education. I encourage programs to become familiar with the preschool program quality indicators and to use this self-assessment on a regular basis to promote continuous quality improvement.

If you have specific questions regarding the *Preschool Special Education Program Self-Assessment and Quality Improvement Guide*, please direct your inquiries to the Research, Partnerships and Planning Unit at (518) 486-7584. This publication is also available on the web at www.vesid.nysed.gov/specialed/publications/home.html

Sincerely,

Lawrence C. Gloeckler



THE NEW YORK STATE PRESCHOOL SPECIAL EDUCATION PROGRAM SELF-ASSESSMENT AND QUALITY IMPROVEMENT GUIDE

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THE NEW YORK STATE PRESCHOOL SPECIAL EDUCATION PROGRAM SELF-ASSESSMENT AND QUALITY IMPROVEMENT GUIDE

Introduction

The *New York State Preschool Special Education Program Self-Assessment and Quality Improvement Guide* is designed to help preschool special education program providers create a snapshot of where they are relative to quality early childhood special education service delivery, and to progressively move toward refining and improving outcomes for preschool students with disabilities.

The self-assessment is structured around the preschool special education program quality indicators, which were developed through a comprehensive, collaborative process involving input from national and state experts in early childhood special and general education, local program providers, and representatives from state advocacy organizations. Altogether, 114 program quality indicators organized into 22 component areas are included in the instrument; they address seven clusters of quality preschool special education programming:

- ❖ Program Administration
- ❖ Personnel
- ❖ Family Relationships
- ❖ Teaching and Learning
- ❖ Program Environment
- ❖ Stakeholders/Partners
- ❖ Program Evaluation.

Purpose

The major purpose of the *New York State Preschool Special Education Program Self-Assessment and Quality Improvement Guide* is to promote continuous improvement that will result in positive outcomes for preschool children with disabilities. This means that local program providers can use the self-assessment as a *working* tool to:

- ❖ better understand current program functioning;
- ❖ identify areas of strength, weakness, and opportunity;
- ❖ begin taking action for achieving quality programming in one or more targeted areas; and
- ❖ reassess the progress of improvement efforts at regular intervals.

It is designed to facilitate communication and sharing among and within programs based on a common understanding of how an effective preschool special education program can operate. This shared frame of reference will help build commitment and focus for setting priorities and improving preschool special education. Outcomes for preschool special education include students being prepared for successful learning in kindergarten. For an understanding of the literacy skills that students will need to have at the next learning levels, readers should reference *Essential Elements of Reading and Early Literacy Guidance (Kindergarten - Grade 3)*.

Directions for Use

The *New York State Preschool Special Education Program Self-Assessment and Quality Improvement Guide* asks program providers to rate their programs in 22 component areas. The ratings take into consideration the specific quality indicators that define each component. The five-point rating is described below.

Rating	Rubric
1 No Implementation	None or very few of the indicators in this component area have been implemented by our program.
2 Minimal Implementation	Our program is implementing some of the indicators in this component area, but weaknesses and gaps exist. Substantial work is needed to improve our approach.
3 Moderate Implementation	Our program is implementing most of the indicators in this component area, but some gaps in implementation exist and improvements could be made.
4 Complete Implementation	Our program is implementing most of the indicators in this component area. Our approach is systematic with no major gaps.
5 Exemplary Implementation	Our program is implementing all or nearly all indicators within this component area. We have a sound, systematic approach that could serve as a model for other programs.

Recommended Steps

The following steps are recommended to conduct the program self-assessment.

1. ***Determine who will complete the tool.*** One approach is to have a representative team of program administrators, teachers, related service staff, paraprofessionals and parents complete one or more sections of the instrument as a group. Another is to have individual stakeholders fill out the tool separately, and then have the individual results compiled for group discussion and tool completion. Still another way is to have the instrument completed by one or two people who are most knowledgeable about the program. Whatever approach is used, it is important to enlist input from all key stakeholder groups.
2. ***Determine the areas of program functioning on which to focus.*** Because the self-assessment tool is quite comprehensive, it may be useful for program staff to complete it in stages, focusing on only one or two areas at a time. The first areas selected for self-study may be those that have been particularly challenging, or for which staff feel the need to improve.
3. ***Determine sources of supporting information.*** Determining where to find information to support the self-assessment is a critical next step. Sources of information can include strategic plans, reports, minutes of meetings, mission/vision statements, policies, products, organizational charts, needs assessment results, interagency agreements, training agendas and so forth. A facilitator should be identified to ensure that background materials are organized and distributed, necessary meetings held and a timeline is established to review all information and complete the assessment tool. The importance of reviewing background information cannot be stressed enough: *data/evidence should drive all rating decisions.*

4. ***Complete the self-assessment.*** Carefully read each quality indicator within the component areas. If your program has implemented the indicator, place a checkmark (✓) in the column provided. If you feel that your level of implementation is systematic, without significant weaknesses or gaps, circle the checkmark (✓). Then review these individual assessments and decide on a final rating for the component area. Fill in the appropriate circle at the bottom of each component. Once you have rated all of the component areas, transfer your ratings to the ***Summary Form*** on page 26. This will provide you with an “at-a-glance” assessment of program functioning for each major area. By completing this Summary Form, your program will have a quick reference guide to focus continuous improvement of preschool special education activities and initiatives.

PRESCHOOL SPECIAL EDUCATION PROGRAM SELF-ASSESSMENT & QUALITY IMPROVEMENT GUIDE

I. PROGRAM ADMINISTRATION: The program is led with a focus toward excellence that ensures quality education for preschool children with disabilities and their families.

<p>Component A: Governance and Management</p>	<p><i>The program has a formal governance/management structure in place for guiding and conducting all activities.</i></p>
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<i>Quality Indicators:</i>	Check <input checked="" type="checkbox"/> if implemented
1. The governance/management process provides opportunities for staff and families to be partners in program decision-making.	<input type="checkbox"/>
2. Program leadership supports the principles and practices of integrating programs and services, and collaboration among staff and families.	<input type="checkbox"/>
3. A written philosophy/mission statement and clearly defined policies and procedures guide program functioning. The mission statement and policies/procedures are developed cooperatively by staff members and families.	<input type="checkbox"/>
4. The philosophy/mission statement:	
❖ reflects the belief that the program, working cooperatively with families, is the center for meeting the educational, social-emotional and physical needs of preschool children with disabilities	<input type="checkbox"/>
❖ conveys high expectations for all children based on an understanding that preschool children with disabilities can achieve these expectations in different ways	<input type="checkbox"/>
❖ conveys expectations for the integration of preschool children with disabilities with their non-disabled peers, where appropriate	<input type="checkbox"/>
5. The philosophy/mission statement and policies/procedures are regularly reviewed, according to a stated written timeline, by staff and families and modified to reflect the evolving knowledge base in preschool special education.	<input type="checkbox"/>
6. Program policies and procedures are consistent with the intent and requirement of state and federal law and regulations and govern all areas of program functioning.	<input type="checkbox"/>
7. Program policies and procedures provide evidence of nondiscrimination in the selection/participation of children, families, staff and volunteers.	<input type="checkbox"/>
8. New staff members, itinerant service providers and consultants are given appropriate orientation to program policies, procedures and personnel.	<input type="checkbox"/>
9. Program policies and procedures reflect an understanding and respect for cultural diversity.	<input type="checkbox"/>

<p>Rating for Governance and Management:</p>	<p>①</p> <p>No Implementation</p>	<p>②</p> <p>Minimal Implementation</p>	<p>③</p> <p>Moderate Implementation</p>	<p>④</p> <p>Complete Implementation</p>	<p>⑤</p> <p>Exemplary Implementation</p>
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**Component B:
Communication**

The program establishes and implements a communication system to ensure that timely and accurate information is provided to stakeholders.

<i>Quality Indicators:</i>	Check if <input checked="" type="checkbox"/> implemented
1. The communication system includes opportunities for families to share and receive information about the program and their child on a regular basis through formal and informal methods.	<input type="checkbox"/>
2. The communication system supports the ongoing exchange of information among staff. The program: <ul style="list-style-type: none"> ❖ establishes a climate in which open and frequent staff communication is encouraged ❖ uses regularly scheduled faculty meetings to facilitate staff input and discussions ❖ schedules common planning time for staff to work collaboratively and cooperatively as a team 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3. The communication system includes opportunities for family identified supports, related services personnel, Committee on Preschool Special Education (CPSE) members, the municipality and other important stakeholders to share and receive information on the program and individual children, as needed. This information is provided within the confines of confidentiality.	<input type="checkbox"/>
4. Methods are established for collaboration among stakeholders—families, general and special education teachers, related service providers, support staff, outside agencies, etc.—that allow for child movement toward a least restrictive environment.	<input type="checkbox"/>
Rating for Communication: <div style="display: flex; justify-content: space-around; text-align: center;"> <div data-bbox="871 792 940 857">① No Implementation</div> <div data-bbox="1102 792 1171 857">② Minimal Implementation</div> <div data-bbox="1348 792 1417 857">③ Moderate Implementation</div> <div data-bbox="1600 792 1669 857">④ Complete Implementation</div> <div data-bbox="1852 792 1921 857">⑤ Exemplary Implementation</div> </div>	

**Component C:
Record Keeping/Reporting**

The program maintains efficient and effective record keeping and reporting systems to provide accurate and timely information on children, families and staff. Child and program information is kept up-to-date.

<i>Quality Indicators:</i>	Check <input checked="" type="checkbox"/> if implemented
1. The record keeping systems provide the information needed to:	
❖ individualize programs for children and families	<input type="checkbox"/>
❖ monitor the quality of program services	<input type="checkbox"/>
❖ assist in program planning and management	<input type="checkbox"/>
❖ ensure the delivery of quality services	<input type="checkbox"/>
2. The systems contain safeguards to ensure the appropriate confidentiality of personally identifiable data, information or records. Records are appropriately stored or discarded.	<input type="checkbox"/>
3. The systems allow for the generation of annual reports to the CPSE and periodic reports to satisfy federal, state and municipality requirements.	<input type="checkbox"/>
Rating for Record Keeping/Reporting:	<div style="display: flex; justify-content: space-around; text-align: center;"> <div data-bbox="873 773 936 837">① No Implementation</div> <div data-bbox="1121 773 1184 837">② Minimal Implementation</div> <div data-bbox="1369 773 1432 837">③ Moderate Implementation</div> <div data-bbox="1596 773 1659 837">④ Complete Implementation</div> <div data-bbox="1843 773 1906 837">⑤ Exemplary Implementation</div> </div>

**Component D:
Fiscal Resources**

The program has a resource allocation plan for obtaining and distributing funds and other resources to support and sustain program activities.

<i>Quality Indicators:</i>	Check <input checked="" type="checkbox"/> if implemented
1. The program resource allocation and budgeting process provides opportunity for staff and family input.	<input type="checkbox"/>
2. Fiscal resources are adequate to:	
❖ maintain safe and well-equipped classrooms and other indoor and outdoor space	<input type="checkbox"/>
❖ recruit, employ and retain staff with appropriate training and experience	<input type="checkbox"/>
❖ cover authorized expenses to support professional development	<input type="checkbox"/>
❖ support family involvement	<input type="checkbox"/>
Rating for Fiscal Resources:	<div style="display: flex; justify-content: space-around; text-align: center;"> <div data-bbox="871 678 940 743"> <p>1</p> <p>No Implementation</p> </div> <div data-bbox="1119 678 1188 743"> <p>2</p> <p>Minimal Implementation</p> </div> <div data-bbox="1367 678 1436 743"> <p>3</p> <p>Moderate Implementation</p> </div> <div data-bbox="1598 678 1667 743"> <p>4</p> <p>Complete Implementation</p> </div> <div data-bbox="1850 678 1919 743"> <p>5</p> <p>Exemplary Implementation</p> </div> </div>

II. PROGRAM PERSONNEL: The program is staffed by qualified professionals who possess the necessary skills and knowledge to work with preschool children with disabilities and their families.

Component A: Staff Qualifications	<i>Staff members demonstrate appropriate certification, training and experience in preschool special education and early childhood education commensurate with their positions.</i>
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<i>Quality Indicators:</i>	Check <input checked="" type="checkbox"/> if implemented
1. Position descriptions are developed for all staff members, clearly describing their qualifications, roles and responsibilities.	<input type="checkbox"/>
2. All staff members are appropriately certified or licensed.	<input type="checkbox"/>
3. Continuous outreach efforts are in place to recruit, select and hire qualified staff.	<input type="checkbox"/>
4. Processes are in place to ensure staff retention/continuity and diversity.	<input type="checkbox"/>
5. Program administrators have relevant job experiences and expertise in areas of program management, working with young children, program evaluation, supervision and staff development.	<input type="checkbox"/>
6. Program teachers have:	
❖ knowledge about the nature of development during the first six years of a child’s life	<input type="checkbox"/>
❖ experience in planning and implementing developmentally appropriate activities for preschool children with disabilities	<input type="checkbox"/>
❖ experience observing and evaluating preschool children with disabilities	<input type="checkbox"/>
❖ experience mentoring and coordinating instructional support staff	<input type="checkbox"/>
❖ Knowledge and experience in regular early childhood curriculum, New York State learning standards and early literacy competencies	<input type="checkbox"/>
7. Assistants, aides and other paraprofessionals have the knowledge, skills and experience needed to perform their assigned duties. Appropriate supervision and support are provided so that they can function competently in their roles.	<input type="checkbox"/>
8. All staff members demonstrate interpersonal skills for working with professionals from other disciplines, with families and with agencies.	<input type="checkbox"/>

Rating for Staff Qualifications:	①	②	③	④	⑤
	No Implementation	Minimal Implementation	Moderate Implementation	Complete Implementation	Exemplary Implementation

Component B: Professional Development	<i>The program has an ongoing professional development process in place based on the identified needs of staff, children and families.</i>
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<i>Quality Indicators:</i>	Check <input checked="" type="checkbox"/> if implemented
1. Professional development:	
❖ is explicitly connected to the philosophy and goals of the program	<input type="checkbox"/>
❖ is aligned with the elementary age New York State learning standards	<input type="checkbox"/>
❖ is guided by a comprehensive, long-term plan for quality improvement	<input type="checkbox"/>
❖ is based on systematic, ongoing assessment of staff needs	<input type="checkbox"/>
❖ is based on continuous assessment of the competencies staff must demonstrate on the job	<input type="checkbox"/>
❖ is informed by research-based and effective practices	<input type="checkbox"/>
❖ is multi-phased, sequential, and ongoing	<input type="checkbox"/>
❖ includes job-embedded professional development in the actual instructional setting	<input type="checkbox"/>
❖ provides opportunities for collaboration among staff to promote family/professional partnerships	<input type="checkbox"/>
2. All staff members participate in professional development including administrators, teachers, related services providers and paraprofessionals.	<input type="checkbox"/>
3. Professional development content is derived from assessed needs, with the needs assessment addressing the competencies staff must demonstrate on the job.	<input type="checkbox"/>
4. A variety of professional development strategies are used such as inservice workshops, visits to other programs, mentoring, meetings of professional organizations, collaborative teaching, action research, self-directed learning, peer coaching and Internet-based or long-distance learning.	<input type="checkbox"/>
5. Persons delivering professional development/training are qualified, knowledgeable and well-prepared.	<input type="checkbox"/>
6. Incentives are provided for staff to participate in professional development e.g., paid time, transportation as required, conference fees and advancement potential.	<input type="checkbox"/>
7. Professional development activities are evaluated using indicators such as satisfaction, acquisition of knowledge and skills, changes in teaching practices and opportunities to attain credentials.	<input type="checkbox"/>

Rating for Professional Development:	 No Implementation	 Minimal Implementation	 Moderate Implementation	 Complete Implementation	 Exemplary Implementation
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Component C: Staff Evaluations	<i>The program conducts ongoing informal and formal staff evaluations.</i>
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Quality Indicators:	Check <input checked="" type="checkbox"/> if implemented
1. There is a designated supervisor for all staff, student interns; responsibilities are assigned commensurate with experience.	<input type="checkbox"/>
2. Staff members receive ongoing constructive suggestions, written and oral, that assist them in fulfilling their professional responsibilities and in their professional growth.	<input type="checkbox"/>
3. Evaluations of each staff member consist of a variety of methods including self-evaluation and observation.	<input type="checkbox"/>
4. An individual improvement plan is developed, as necessary, for each staff member.	<input type="checkbox"/>

Rating for Staff Evaluations:	
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Component D: Staff Structure	<i>The program has sufficient staff, combined with organizational structure, to ensure positive interactions between children and families.</i>
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Quality Indicators:	Check <input checked="" type="checkbox"/> if implemented
1. Adult-child ratios are based on current research findings, professional recommendations and state requirements consistent with each child's IEP.	<input type="checkbox"/>
2. Adult-child ratios are sufficient to ensure adequate supervision, frequent personal contact with families and time for individualized instruction to meet the diverse needs of all children.	<input type="checkbox"/>
3. Procedures and resources are in place to ensure the availability of sufficient staff during alternate staff assignments, illness or staff vacancies.	<input type="checkbox"/>

Rating for Staff Structure:	
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III. FAMILY RELATIONSHIPS: The program values and respects families as the primary decision-makers for their children and provides family-focused, culturally sensitive services.

Component A: Family Involvement	<i>The program includes families as full partners in the education of their children.</i>
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<i>Quality Indicators:</i>	Check <input checked="" type="checkbox"/> if implemented
1. A variety of opportunities exist for families to become involved in both the program and their child’s activities:	
❖ membership on decision-making and advisory committees	<input type="checkbox"/>
❖ classroom observation and/or volunteer work	<input type="checkbox"/>
❖ information-sharing with staff	<input type="checkbox"/>
❖ family workshops/family group meetings	<input type="checkbox"/>
❖ child assessment, program planning, IEP development	<input type="checkbox"/>
❖ development, implementation and evaluation of program evaluation/quality improvement activities	<input type="checkbox"/>
2. Systems and resources are in place that support family participation in the program, such as:	
❖ orientation programs	<input type="checkbox"/>
❖ written information on program philosophy, goals, policies, procedures and practices	<input type="checkbox"/>
❖ meals, transportation, child care	<input type="checkbox"/>
❖ an open-door policy that allows families to feel welcome while maintaining student safety	<input type="checkbox"/>
❖ materials in the preferred language of families	<input type="checkbox"/>
❖ flexible options for participation (e.g., flexible times and sites; opportunities for those with limited time)	<input type="checkbox"/>
❖ informal opportunities for sharing of family successes and concerns	<input type="checkbox"/>

3. Staff and families regularly exchange (jargon-free) information about the program and children's development. Communication strategies include the following:	
❖ regular mailings or newsletters about the program	<input type="checkbox"/>
❖ regular progress briefs on children	<input type="checkbox"/>
❖ regular meetings and family conferences	<input type="checkbox"/>
❖ home visits to promote school-family collaboration	<input type="checkbox"/>
❖ informal telephone or face-to-face conversations or notes in families' preferred language	<input type="checkbox"/>
4. Staff and families share information about how to promote and extend child learning, social and physical development at home.	<input type="checkbox"/>
5. Procedures are in place to address families' concerns about the program. These procedures are available in written form and distributed to the families.	<input type="checkbox"/>

Rating for Family Involvement:	①	②	③	④	⑤
	No Implementation	Minimal Implementation	Moderate Implementation	Complete Implementation	Exemplary Implementation

Component B: Family Education	<i>The program provides families with information to enhance their skills as their child's principal educator.</i>
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Quality Indicators:	Check <input checked="" type="checkbox"/> if implemented
1. A variety of opportunities exist to promote and support family skill development including:	
❖ special training programs for families (e.g., Parent Effectiveness Training (PET), Parent and Child Together (PACT))	<input type="checkbox"/>
❖ linkages to accessible programs and resources within the community	<input type="checkbox"/>
❖ family-to-family networking	<input type="checkbox"/>
❖ opportunities for informal conversation about parenting and other issues	<input type="checkbox"/>
2. Programs and services are based on families' identified needs, resources, priorities and concerns.	<input type="checkbox"/>
Rating for Family Education:	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> 1 No Implementation </div> <div style="text-align: center;"> 2 Minimal Implementation </div> <div style="text-align: center;"> 3 Moderate Implementation </div> <div style="text-align: center;"> 4 Complete Implementation </div> <div style="text-align: center;"> 5 Exemplary Implementation </div> </div>

Component C: Diversity	<i>The program recognizes the cultural/linguistic diversity of families and values their strength.</i>
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Quality Indicators:	Check <input checked="" type="checkbox"/> if implemented
1. Staff members communicate in the preferred language of families and/or seek out specialized resources as needed.	<input type="checkbox"/>
2. Staff members demonstrate sensitivity to differences in family structure, social, religious and cultural backgrounds.	<input type="checkbox"/>
3. Family needs are addressed through diverse and flexible opportunities built on the family's strengths and differences.	<input type="checkbox"/>
Rating for Diversity:	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> 1 No Implementation </div> <div style="text-align: center;"> 2 Minimal Implementation </div> <div style="text-align: center;"> 3 Moderate Implementation </div> <div style="text-align: center;"> 4 Complete Implementation </div> <div style="text-align: center;"> 5 Exemplary Implementation </div> </div>

IV. TEACHING AND LEARNING: The program implements research-based teaching and learning strategies that enable preschool children with disabilities to achieve maximum potential in meeting the learning standards.

Component A: Curriculum	<i>The program implements a developmentally and functionally appropriate curriculum that meets the individual needs, capabilities, learning styles and interests of the children.</i>
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<i>Quality Indicators:</i>	Check <input checked="" type="checkbox"/> if implemented
1. The curriculum reflects the philosophy and mission of the program and is grounded in the most current research on child development and best practices in early childhood (special) education.	<input type="checkbox"/>
2. The curriculum follows a normal developmental sequence, with adaptations to accommodate varied ability and functioning levels.	<input type="checkbox"/>
3. The curriculum is aligned and supports the New York State learning standards in preparation for the school-age curriculum. Opportunities are provided to promote skills in the following developmental domain areas:	
❖ cognitive development: reasoning and problem-solving skills	<input type="checkbox"/>
❖ literacy	<input type="checkbox"/>
❖ mathematical concepts	<input type="checkbox"/>
❖ scientific methods	<input type="checkbox"/>
❖ language development: expressive and receptive communication skills	<input type="checkbox"/>
❖ social-emotional development: self-concept, self control and interpersonal skills	<input type="checkbox"/>
❖ physical development: gross, sensory-motor and fine motor skills	<input type="checkbox"/>
❖ personal health and safety skills	<input type="checkbox"/>
❖ aesthetic development – the creative arts	<input type="checkbox"/>
❖ approaches to learning	<input type="checkbox"/>
4. The curriculum recognizes the importance of:	
❖ active engagement and participation	<input type="checkbox"/>
❖ social interactions with children and adults	<input type="checkbox"/>
❖ child-initiated activities	<input type="checkbox"/>
❖ contextually-relevant experiences	<input type="checkbox"/>
❖ learning through play	<input type="checkbox"/>

5. The curriculum reflects and respects diversity in culture, language, religion and gender.	<input type="checkbox"/>
6. Teachers have a common understanding of the curriculum and use it to plan instruction.	<input type="checkbox"/>
Rating for Curriculum:	<div style="display: flex; justify-content: space-around; text-align: center;"> <div> <p>①</p> <p>No Implementation</p> </div> <div> <p>②</p> <p>Minimal Implementation</p> </div> <div> <p>③</p> <p>Moderate Implementation</p> </div> <div> <p>④</p> <p>Complete Implementation</p> </div> <div> <p>⑤</p> <p>Exemplary Implementation</p> </div> </div>

Component B: Instruction	<i>The program provides a variety of developmentally and functionally appropriate activities, experiences and materials that engage children in meaningful learning.</i>
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<i>Quality Indicators:</i>	Check <input checked="" type="checkbox"/> if implemented
1. Learning activity/instruction support curriculum and attainment of learning standards.	<input type="checkbox"/>
2. Instruction, activities and services are implemented as indicated on each child's IEP.	<input type="checkbox"/>
3. A daily routine is established and followed that includes a balance of:	
❖ active and quiet activities	<input type="checkbox"/>
❖ adult- and child-initiated activities	<input type="checkbox"/>
❖ guided, facilitated and independent activities	<input type="checkbox"/>
❖ whole group, small group and individual activities	<input type="checkbox"/>
❖ indoor and outdoor activities	<input type="checkbox"/>
❖ appropriate time for snacks, meals, clean-up and transition	<input type="checkbox"/>
4. Learning experiences affirm and respect cultural and societal diversity including language differences.	<input type="checkbox"/>
5. A variety of learning formats and instructional materials are used, as necessary, to address a range of student performance including play, environmental routines, family-mediated activities, small group projects, cooperative learning, exploration and inquiry experiences, reflective thinking and practice and systematic instruction.	<input type="checkbox"/>
6. Learning activities build on children's interest, knowledge and life experiences and are individualized to accommodate functioning levels, preferences, physical development and management needs.	<input type="checkbox"/>
7. Group guidance and problem-solving techniques are implemented for children to teach positive social and interpersonal skills, positive conflict resolution strategies and to develop self-control and self-esteem.	<input type="checkbox"/>

8. Methods of behavior support and management are individualized to meet the functional behavioral needs of each child. These methods may range from less directive interventions (e.g., verbal support, modeling) to more directive and structured interventions (e.g., functional behavioral plan).	<input type="checkbox"/>
9. Adaptive equipment, assistive technology and communication devices are available and used for the child to benefit from instruction.	<input type="checkbox"/>
10. A variety of opportunities exist for preschool children with disabilities to interact with typically developing peers. Integrated services are provided in the context of naturally occurring activities and routines.	<input type="checkbox"/>
11. Staff members monitor program activities and services frequently and make changes in programming as needed in accordance with children's IEPs.	<input type="checkbox"/>

Rating for Instruction:

1 No Implementation	2 Minimal Implementation	3 Moderate Implementation	4 Complete Implementation	5 Exemplary Implementation
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Component C: Integration of Related Services	<i>Special education and related services staff collaborate with each other and with teachers, families and other caregivers to address the needs of children.</i>
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<i>Quality Indicators:</i>	Check <input checked="" type="checkbox"/> if implemented
1. Special education and related services staff provide the appropriate service model to meet each child’s IEP goals and objectives. This may include:	
❖ direct, individual or group services in integrated or segregated classrooms	<input type="checkbox"/>
❖ direct services out of the classroom in specialized settings (therapy room) or in natural environments such as the home, nursery school, day care center, playground or other	<input type="checkbox"/>
❖ consultation in or out of the classroom	<input type="checkbox"/>
2. Special education and related services staff consider each child’s cultural background, preferred language, interests, current level of performance and IEP goals and objectives when they implement services.	<input type="checkbox"/>
3. Related services staff assist and support teachers and other caregivers in implementing each child’s IEP goals and objectives. They:	
❖ assist the CPSE in identifying the need for supplementary aids/services, assistive technology and communicative devices and consult with teachers and other caregivers on their use	<input type="checkbox"/>
❖ work with teachers and other caregivers to adapt the physical, social or activity environment, instructional materials and methods	<input type="checkbox"/>
❖ work with teachers and other caregivers to address each child’s IEP goals and objectives during ongoing activities and daily routines	<input type="checkbox"/>
4. Special education and related services staff promote generalization of targeted skills across multiple environments (where appropriate), including the classroom, gym, playground and home.	<input type="checkbox"/>
5. Special education and related services staff implement and monitor the recommended intensity of services including: frequency, duration, location and group size. Services are implemented as indicated on the child’s IEP.	<input type="checkbox"/>
6. Special education and related services staff communicate and collaborate with families about their child’s progress, and they relate to families as partners to facilitate child learning and development.	<input type="checkbox"/>
7. Special education and related services staff document each child’s progress and participate in CPSE meetings (as appropriate).	<input type="checkbox"/>
8. The special education teacher coordinates a team effort that includes planning and service implementation when special instruction and related services are indicated.	<input type="checkbox"/>

Rating for Integration of Related Services:	1	2	3	4	5
	No Implementation	Minimal Implementation	Moderate Implementation	Complete Implementation	Exemplary Implementation

**Component D:
Assessment**

The program uses a collaborative, ongoing, systematic process for collecting assessment data to facilitate program planning and instruction, measure child progress and contribute to quality improvement activities.

<i>Quality Indicators:</i>	Check <input checked="" type="checkbox"/> if implemented
1. Assessments measure child progress in learning, development and multiple skill areas: cognitive development, language and communication, social-emotional development, motor development, personal health and safety skills, approaches to learning and progress toward attaining the learning standards.	<input type="checkbox"/>
2. Assessments are ongoing. Staff members regularly monitor instruction and the development of skills and modify learning activities as needed. Referrals are made to the CPSE as appropriate.	<input type="checkbox"/>
3. A variety of informal and formal assessment instruments/procedures are used. Instructional decisions following assessments evolve through discussions involving a team of teachers, families and appropriate professionals.	<input type="checkbox"/>
4. Assessment instruments/procedures are reliable, valid, culturally unbiased and age-appropriate in both content and method. They are administered in compliance with established criteria and standards.	<input type="checkbox"/>
5. Families are active partners in the assessment process. They are considered a valued source of assessment information, as well as a recipient of the assessment results.	<input type="checkbox"/>
Rating for Assessment:	①
	No Implementation
	Minimal Implementation
	Moderate Implementation
	Complete Implementation
Exemplary Implementation	

V. PROGRAM ENVIRONMENT: The program establishes a stimulus-rich learning environment that supports each child’s physical, cognitive, language, emotional and social development.

Component A: Physical Setting	<i>The program provides a physical environment conducive to learning and reflective of the developmental and functional needs of each child.</i>
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<i>Quality Indicators:</i>	Check <input checked="" type="checkbox"/> if implemented
1. The environment is safe, clean, attractive and comfortable for children and ensures their personal health and safety.	<input type="checkbox"/>
2. Space is arranged to encourage interaction among children, allow flexibility in grouping and foster exploration and learning.	<input type="checkbox"/>
3. Classrooms are divided into interest areas that address basic aspects of children’s play and development. The location is carefully planned to provide adequate space in each area, easy access between areas and compatible activities in adjacent areas.	<input type="checkbox"/>
4. An outdoor play area (at or near the program site) has adequate space and materials to support various types of play. A variety of equipment for riding, climbing, balancing, digging and playing is available.	<input type="checkbox"/>
5. The environment reflects the homes and lives of children in terms of culture and language.	<input type="checkbox"/>
6. Sufficient space is available for staff collaboration and sharing of information.	<input type="checkbox"/>
7. Modifications are made in the physical environment as needed so that each child can participate to the fullest.	<input type="checkbox"/>

Rating for Physical Setting:	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> 1 No Implementation </div> <div style="text-align: center;"> 2 Minimal Implementation </div> <div style="text-align: center;"> 3 Moderate Implementation </div> <div style="text-align: center;"> 4 Complete Implementation </div> <div style="text-align: center;"> 5 Exemplary Implementation </div> </div>
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**Component B:
Materials**

The program makes available developmentally and functionally appropriate learning materials, media and technology, including adaptive devices, equipment and assistive technology.

<i>Quality Indicators:</i>	Check <input checked="" type="checkbox"/> if implemented
1. Materials are of sufficient quantity, variety and durability and appeal to multiple senses. They include manipulative, open-ended and authentic items.	<input type="checkbox"/>
2. Materials are systematically arranged and accessible to children.	<input type="checkbox"/>
3. Materials are matched to the developmental and functional needs, interests, cultural backgrounds and learning styles of children. They are rotated and adapted to maintain children's interest.	<input type="checkbox"/>
4. Staff members assist families in identifying materials for use at home that are safe, durable and facilitate children's learning and exploration.	<input type="checkbox"/>
5. Materials and equipment are adapted when necessary so that all children can participate in play, mealtime and learning activities.	<input type="checkbox"/>
<p>Rating for Materials:</p> <div style="display: flex; justify-content: space-around; text-align: center;"> <div data-bbox="871 641 934 706">1</div> <div data-bbox="1123 641 1186 706">2</div> <div data-bbox="1375 641 1438 706">3</div> <div data-bbox="1606 641 1669 706">4</div> <div data-bbox="1858 641 1921 706">5</div> </div> <div style="display: flex; justify-content: space-around; text-align: center; margin-top: 5px;"> <div data-bbox="814 722 997 779">No Implementation</div> <div data-bbox="1054 722 1239 779">Minimal Implementation</div> <div data-bbox="1293 722 1478 779">Moderate Implementation</div> <div data-bbox="1533 722 1717 779">Complete Implementation</div> <div data-bbox="1772 722 1957 779">Exemplary Implementation</div> </div>	

VI. STAKEHOLDERS/PARTNERS: The program establishes collaborative relationships with all stakeholders/partners invested in the health, welfare and development of preschool children with disabilities and their families.

<p>Component A: Relationships with Service Providers/Community and Government Agencies</p>	<p><i>The program collaborates with service providers/community and government agencies to offer comprehensive services to children and their families, to eliminate unnecessary duplication of services and to reduce gaps in services.</i></p>
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<i>Quality Indicators:</i>	Check <input checked="" type="checkbox"/> if implemented
1. Staff members are aware of a wide-range of community agencies and providers serving children and families including health, social services, mental health counseling, education, child care and job training agencies. A directory of agencies/providers is established and maintained, with updates occurring as necessary.	<input type="checkbox"/>
2. Formal and informal collaborative agreements are established with agencies/providers to facilitate comprehensive service delivery. Agreements specify roles and responsibilities, referral procedures, communication mechanisms and other procedures to help meet the needs of children and families.	<input type="checkbox"/>
3. Staff and collaborating partners regularly share information about children and families. Safeguards are in place to ensure confidentiality.	<input type="checkbox"/>
4. Adequate time is allocated for frequent communication/information sharing with collaborating partners including time for phone contacts, visitations and documentation of effort.	<input type="checkbox"/>
5. Members of the staff participate in community-wide interagency councils, service integration efforts and other community-wide planning initiatives that improve the delivery of services to preschool children with disabilities and their families.	<input type="checkbox"/>
<p>Rating for Relationships with Service Providers/Community and Government Agencies:</p>	<p> 1 2 3 4 5 </p> <p> No Minimal Moderate Complete Exemplary Implementation Implementation Implementation Implementation Implementation </p>

Component B: Relationships with CPSE	<i>The program works collaboratively with the Committee on Preschool Special Education (CPSE) to ensure that preschool children with disabilities receive appropriate services.</i>
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<i>Quality Indicators:</i>	Check <input checked="" type="checkbox"/> if implemented
1. Procedures are established that allow program staff, including the child’s teacher and other appropriate personnel, to participate in CPSE meetings.	<input type="checkbox"/>
2. Staff members are knowledgeable about the laws, policies and recommended practices for the development, implementation and monitoring of IEPs.	<input type="checkbox"/>
3. Procedures are in place for ongoing communication with the CPSE, and for tracking and submitting progress reports and other required information.	<input type="checkbox"/>
4. An educational progress report is provided to the families consistent with each child’s IEP and is submitted to the CPSE at least annually.	<input type="checkbox"/>

Rating for Relationships with CPSE:	1 No Implementation	2 Minimal Implementation	3 Moderate Implementation	4 Complete Implementation	5 Exemplary Implementation
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**Component C:
Relationships with Transition
Partners**

The program works cooperatively with the families, municipalities, community agencies and school-age programs in smoothing transitions between services, providers and programs.

<i>Quality Indicators:</i>	Check <input checked="" type="checkbox"/> if implemented
1. Formal procedures are in place to facilitate smooth transitions and ensure continuity of services. These procedures may include:	
❖ interagency planning/agreements that specify roles, responsibilities, lines of communication and expectations of each transition partner	<input type="checkbox"/>
❖ a transition timeline	<input type="checkbox"/>
❖ formal mechanisms for sharing information between partners	<input type="checkbox"/>
❖ methods for transferring relevant records and standards for their delivery, and procedures for encouraging families to take an active role in the transition process	<input type="checkbox"/>
2. Adequate time is allocated for program staff and families to plan and prepare for transition:	
❖ teachers/staff become familiar with the recommended placement to gain a better understanding of the skill and behavioral requirements for successful child functioning	<input type="checkbox"/>
❖ teachers/staff design appropriate transition experiences to prepare the child	<input type="checkbox"/>
❖ families receive information about the transition process, the components and steps in transition, transition options and the specific timelines for transition	<input type="checkbox"/>
3. Staff members build supports to anticipate and address difficulties children might have in making transitions; they plan for and allow adequate time for the child's adjustment to new services or programs.	<input type="checkbox"/>
4. Adequate training, supervision and support are provided to help staff carry out transition-related roles and responsibilities.	<input type="checkbox"/>
5. Transition services are consistent with IEP recommendations.	<input type="checkbox"/>

**Rating for Relationships with Transition
Partners:**

①
No
Implementation

②
Minimal
Implementation

③
Moderate
Implementation

④
Complete
Implementation

⑤
Exemplary
Implementation

VII. PROGRAM EVALUATION: The program has an evaluation process in place that reflects a commitment to continuous improvement, innovation and high standards.

Component A: Evaluation Design and Execution	<i>The program conducts systematic evaluation/self-assessment as a basis for expanding successes, correcting shortcomings and ensuring that goals and objectives are being met.</i>
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<i>Quality Indicators:</i>	Check <input checked="" type="checkbox"/> if implemented
1. The program evaluation/ self-assessment reflects the needs and expectations of key stakeholders: families, general and special education teachers, related service providers, support staff and consultants, outside agencies, municipalities, funding agencies, policymakers and the broader community.	<input type="checkbox"/>
2. Program evaluation/self-assessment examines multiple program areas:	
❖ program implementation	<input type="checkbox"/>
❖ integration practices	<input type="checkbox"/>
❖ child outcomes	<input type="checkbox"/>
❖ family and staff satisfaction	<input type="checkbox"/>
3. A variety of data collection strategies are used:	
❖ surveys and interviews	<input type="checkbox"/>
❖ focus groups	<input type="checkbox"/>
❖ suggestion boxes	<input type="checkbox"/>
❖ child IEP/record review	<input type="checkbox"/>
❖ child assessment tools	<input type="checkbox"/>
4. All stakeholders are involved in the evaluation/self assessment process to make staff aware of how the program is viewed by consumers.	<input type="checkbox"/>
5. Procedures for family feedback are user-friendly and consider the cultural diversity, educational level and preferred language of each family.	<input type="checkbox"/>
6. Annual self-review and classroom monitoring are integral parts of the evaluation process.	<input type="checkbox"/>

Rating for Evaluation Design and Execution:	1	2	3	4	5
	No Implementation	Minimal Implementation	Moderate Implementation	Complete Implementation	Exemplary Implementation

Component B: Reporting and Use of Evaluation Results	<i>The program disseminates the evaluation/self-assessment results to interested audiences and uses the findings to improve program functioning and enhance program quality.</i>
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<i>Quality Indicators:</i>	Check <input checked="" type="checkbox"/> if implemented
1. Evaluation/self-assessment results are shared with key stakeholders: families, general and special education teachers, related service providers, support staff, outside agencies, funding agencies, policymakers and the broader community.	<input type="checkbox"/>
2. Results are used to target specific areas needing improvement, identify resources and develop short- and long-term strategies to modify the program to better meet the needs of children and families.	<input type="checkbox"/>

Rating for Reporting and Use of Evaluation Results:	①	②	③	④	⑤
	No Implementation	Minimal Implementation	Moderate Implementation	Complete Implementation	Exemplary Implementation

SUMMARY FORM

PRESCHOOL SPECIAL EDUCATION PROGRAM SELF-ASSESSMENT AND QUALITY IMPROVEMENT GUIDE

Directions: Transfer your ratings of program components onto this page to help direct your focus and analysis of program activities and initiatives.

		Rating for Level of Implementation				
		No	Minimal	Moderate	Complete	Exemplary
I. Program Administration	A. Governance and Management	①	②	③	④	⑤
	B. Communication	①	②	③	④	⑤
	C. Record Keeping/Reporting	①	②	③	④	⑤
	D. Fiscal Resources	①	②	③	④	⑤
II. Program Personnel	A. Staff Qualifications	①	②	③	④	⑤
	B. Professional Development	①	②	③	④	⑤
	C. Staff Evaluations	①	②	③	④	⑤
	D. Staff Structure	①	②	③	④	⑤
III. Family Relationships	A. Family Involvement	①	②	③	④	⑤
	B. Family Education	①	②	③	④	⑤
	C. Diversity	①	②	③	④	⑤
IV. Teaching and Learning	A. Curriculum	①	②	③	④	⑤
	B. Instruction	①	②	③	④	⑤
	C. Integration of Related Services	①	②	③	④	⑤
	D. Assessment	①	②	③	④	⑤
V. Program Environment	A. Physical Setting	①	②	③	④	⑤
	B. Materials	①	②	③	④	⑤
VI. Stakeholders/Partners	A. Relationships with Service Providers/Community and Government Agencies	①	②	③	④	⑤
	B. Relationships with CPSE	①	②	③	④	⑤
	C. Relationships with Transition Partners	①	②	③	④	⑤
VII. Program Evaluation	A. Evaluation Design and Execution	①	②	③	④	⑤
	B. Reporting and Use of Evaluation Results	①	②	③	④	⑤

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¹These documents may be obtained from the New York State Education Department's web site at www.emsc.nysed.gov/ciai or by contacting the Publications Sales Desk, New York State Education Department, 3rd Floor EB, Washington Avenue, Albany, NY 12234, (518) 474-3806.

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