

ATTACHMENT 1

**NEW YORK STATE PREKINDERGARTEN PROGRAM QUALITY SELF-ASSESSMENT
2013-2014**

COVER PAGE

A high quality preschool experience boosts later educational achievement and social adjustment, reduces the likelihood of retention in grade or placement in special education, and increases the chances of graduation from high school. Research over time demonstrates that the negative effects of poverty can be reduced by children's participation in high quality early childhood programs. The local school district must ensure that its prekindergarten program is providing high quality services and appropriately supporting its youngest and most vulnerable students.

This checklist will help a school district that current operates a program to assess the status of its prekindergarten by looking at indicators in seven areas of program quality. Using this tool, districts will be able to identify areas of strength and areas needing improvement. For a district not yet operating a program, this process will assist in identifying current practices for K-Grade 2 that may be applicable to prekindergarten and those of potential collaborators. It will aid the district in establishing priorities for program implementation.

*Read each indicator carefully and rate the status of your district's implementation of the standard for prekindergarten services offered directly by the district and/or its collaborating community-based organizations (CBOs). Place a checkmark in the box indicating 1 through 5. In the evidence column, list what documentation the district has to inform and support its rating. **For standards rated "(5) totally implemented," attach a copy of the supporting documentation to the self-assessment tool.***

Agency Code

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Project Number

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District:		Contact Person:	
Address:		Title:	
City: Zip Code:		Telephone:	
		Fax:	
		E-Mail:	

CLASSROOM ENVIRONMENT (CE)

STANDARD NUMBER	STANDARD DESCRIPTION	1 Not at all implemented	2 Beginning to implement	3 Somewhat implemented	4 Nearly implemented	5 Totally implemented	EVIDENCE Describe the evidence used to inform and support this rating.
CE-1	The daily schedule allows for a balance of intentionally-planned active and quiet play; indoor and outdoor gross motor activities; and individual and small group activities. Approximately one-third of the daily schedule is designated for children to engage in self-initiated activities.						
CE-2	The classroom is divided into clearly defined, well-equipped learning centers including, but not limited to: dramatic play; blocks and construction; library, language arts, technology/media; science and nature; mathematics and manipulative materials; writing; creative arts; sand and water play and music.						
CE-3	The district uses valid and reliable measures of environmental quality that allows it to evaluate the program's strengths and weaknesses and make program improvements that will increase quality.						

TEACHING STAFF QUALIFICATIONS (TSQ)

STANDARD NUMBER	STANDARD DESCRIPTION	1 Not at all implemented	2 Beginning to implement	3 Somewhat implemented	4 Nearly implemented	5 Totally implemented	EVIDENCE Describe the evidence used to inform and support this rating.
TSQ-1	Pre-K teachers have NYS Early Childhood Teacher (Birth - Grade 2) Certificate -- OR — NYS Students with Disabilities (Birth - Grade 2) Certificate – OR – have a Bachelor's degree in ECE or a related field and have a written five year plan for becoming certified.						
TSQ-2	Pre-K teachers employed by a community-based organization (CBO) that is regulated by another State agency either meet the qualifications set forth in TSQ-1 – OR – Meet the qualifications established by their program’s regulatory authority and have a written five year plan for becoming certified.						
TSQ-3	Pre-K teachers employed by a community-based organization (CBO) that is not subject to regulation by any State agency either meet the qualifications set forth in TSQ-1 – OR – meet the qualifications established by their program’s administration and have a written five year plan for becoming certified.						
TSQ-4	The district has written procedures for ensuring that all Pre-K teaching staff are certified or have a viable plan for becoming certified within five years of commencing employment as a Pre-K teacher.						
TSQ-5	CBOs that employ teachers who are not certified have a supervisor who is certified for service in the early childhood or childhood grades and who is on-site during the hours of Pre-K operation.						
TSQ-6	The district uses valid and reliable measures of teacher-student interactions to increase the understanding of the impact of the various interactions that occur within classrooms and to identify and support the use of classroom practices and processes that have the most positive effects on children’s learning.						

CURRICULUM PLANNING AND IMPLEMENTATION (CPI)

STANDARD NUMBER	STANDARD DESCRIPTION	1 Not at all implemented	2 Beginning to implement	3 Somewhat implemented	4 Nearly implemented	5 Totally implemented	EVIDENCE Describe the evidence used to inform and support this rating.
CPI-1	The district uses a written curriculum or curriculum framework that is evidenced-based (meaning research has been conducted regarding the relationship between the curriculum and children's learning), as well as developmentally appropriate (addresses the key domains of child development).						
CPI-2	The district uses a written curriculum or curriculum framework that aligns with the <i>NYS Prekindergarten Foundation for the Common Core</i> and ensures continuity with the district's Kindergarten to Grade 3 curriculum.						
CPI-3	All teaching staff receives annual training to implement the curriculum and supervision support is provided to staff to assist with curriculum implementation.						
CPI-4	The district implements appropriate modifications and provides additional supports to enable children with Individual Education Plans (IEPs) more effective inclusion in the full range of the program's activities.						
CPI-5	The district implements appropriate modifications and provides additional supports to ensure that participating children who are English language learners (ELLs) are provided equal access to the program and opportunities to achieve the same program goals and standards as other participating children.						

CHILD SCREENING AND ASSESSMENT (CSA)

STANDARD NUMBER	STANDARD DESCRIPTION	1 Not at all implemented	2 Beginning to implement	3 Somewhat implemented	4 Nearly implemented	5 Totally implemented	EVIDENCE Describe the evidence used to inform and support this rating.
CSA-1	The district has in place a child screening and assessment process that complies with applicable regulations includes procedures for collecting and protecting assessment results and provisions for sharing results with families.						
CSA-2	The district uses a developmental screening tool that is valid and reliable.						
CSA-3	The district documents the developmental progress of each child at least quarterly using a child development assessment tool(s) that is valid and reliable.						
CSA-4	The district can document that assessment results are used to inform instruction that addresses the needs of individual children.						
CSA-5	The district can document that aggregated assessment results are used to inform program practice.						

PROFESSIONAL DEVELOPMENT (PD)

STANDARD NUMBER	STANDARD DESCRIPTION	1 Not at all implemented	2 Beginning to implement	3 Somewhat implemented	4 Nearly implemented	5 Totally implemented	EVIDENCE Describe the evidence used to inform and support this rating.
PD-1	Staffs from both the district and CBOs are involved in identifying needs and planning of the professional development focused on improving teacher performance.						
PD-2	Professional development is connected to the goals and needs of the prekindergarten and kindergarten programs.						
PD-3	Professional development includes approaches that are grounded in research and application of practice in real situations emphasizing a strengths-based approach.						
PD-4	Professional development provides information on how to integrate all the domains of early learning as set forth in the <i>NYS Prekindergarten Foundation for the Common Core</i> , and the NYS Common Core Learning Standards.						
PD-5	Trainers have the qualifications, experience and knowledge to provide informative, practical research based training in the content areas.						
PD-6	Evaluation of professional development occurs over time and addresses the benefits and applications to practice, not just the satisfaction level of the participants.						

FAMILY ENGAGEMENT (FE)

STANDARD NUMBER	STANDARD DESCRIPTION	1 Not at all implemented	2 Beginning to implement	3 Somewhat implemented	4 Nearly implemented	5 Totally implemented	EVIDENCE Describe the evidence used to inform and support this rating.
FE-1	<p>The district has written policies and procedures to ensure active engagement of parents and/or guardians in the education of their children including:</p> <ul style="list-style-type: none"> • Written communication with families; • Meeting one-on-one; • Parent workshops and training; • Opportunities for families to volunteer; and • Opportunities for parents to participate in program-and school-level decisions. 						
FE-2	<p>Families complete a program evaluation or survey annually and results are used for program improvement.</p>						
FE-3	<p>The district provides, directly or through referral, support services to children and their families necessary to support the child's participation in the prekindergarten program. Whenever possible, support services are provided in collaboration with other community organizations in a non-duplicative manner.</p>						
FE-4	<p>Support services are provided to the maximum extent practicable in the language or mode of communication which the parents and/or guardians and the child best understand.</p>						

TRANSITIONS TO KINDERGARTEN (T)

STANDARD NUMBER	STANDARD DESCRIPTION	1 Not at all implemented	2 Beginning to implement	3 Somewhat implemented	4 Nearly implemented	5 Totally implemented	EVIDENCE Describe the evidence used to inform and support this rating.
T-1	The district has established a contact at each of the early childhood programs located within the district boundaries.						
T-2	The district has a kindergarten registration process that includes questions about a child's preschool experience. (Parent feedback.)						
T-3	District schools are accessible to families before children's enrollment in kindergarten. (Play groups, story hours, cultural activities, and open houses are established and welcome parents and preschoolers.)						
T-4	Parents have the opportunity to meet school staff before the first day of kindergarten.						
T-5	Parents are provided the opportunity to express their needs and concerns about their children's attendance in kindergarten.						
T-6	The district makes outreach to families of those children not enrolled in a prekindergarten program.						
T-7	The district hosts meetings with directors and teachers from prekindergarten sites and principals and kindergarten teachers to discuss effective transitions.						
T-8	District personnel (such as: principals, reading specialists, special education representatives, kindergarten teachers) visit the prekindergarten sites in the community within the first quarter of the year, and meet with staff there for the purpose of sharing and learning curricular content of both prekindergarten and kindergarten.						