



6.B.02	I-T-P-K	Emerging	TS, PP
Rate 'Yes' if evidence of professional activity (other than professional development) is seen either at the program or outside the program. Rate 'Yes' if staff are members of NAEYC or other ECE-related professional organizations.			

**Standard 7 – Families**

**7.A. – Knowing and Understanding the Program's Families**

7.A.01	I-T-P-K	Random	FS, PP
a	As a part of orientation and ongoing staff development, new and existing program staff develop skills and knowledge to work effectively with diverse families. <i>yes</i>		
<i>Staff development could include documented contact hours or college courses related to working with families from diverse backgrounds. Training could be conducted both when staff are hired during orientation and on an ongoing basis, for example, during in-service professional development days. Evidence could include a program training policy with topics covered in diverse families and/or certificates/transcripts from trainings completed by specific staff members.</i>			

7.A.02	I-T-P-K	Random	FS, PP
a	Program staff use a variety of formal and informal strategies (including conversations) to become acquainted with and learn from families about their family structure; their preferred child-rearing practices; and information families wish to share about their socioeconomic, linguistic, racial, religious, and cultural backgrounds. <i>yes Daily Log, Hi Mama,</i>		
<i>Examples of evidence include items such as documented conversations, program policies or family intake forms asking families to report on family structure, child-rearing practices (i.e. child behavior management, diapering/toileting, feeding) and family background. Families do not need to share information with the program in order for criterion to be met, but should have the opportunities to do so. "A variety of..." means two or more.</i>			

7.A.03	I-T-P-K	Random	FS, PP
Program staff actively use information about families to adapt			
a	the program environment,		
b	curriculum, and		
c	teaching methods		
to the families they serve. <i>yes</i>			
<i>Evidence may include such things as enrollment forms, newsletters, bulletin boards, photos, curriculum plans, meeting agendas or memos that indicate how family information is used to adapt and enhance the program environment, curriculum, and teaching methods. A plan outlining how future adaptations, based on family information, will be implemented can also serve as evidence.</i>			

7.A.04	I-T-P-K	Emerging	TS, PP
a	To better understand the cultural backgrounds of children, families, and the community, program staff (as a part of program activities or as individuals), participate in community cultural events, concerts, storytelling activities, or other events and performances designed for children and their families. <i>yes</i>		
<i>Staff do not have to organize or lead events or performances to receive credit for this criterion; attendance is sufficient.</i>			

7.A.05	I-T-P-K	Random	FS, PP
a	Program staff provide support and information to family members legally responsible for the care and well-being of a child. <i>yes</i>		
<i>Rate 'Yes' if the program portfolio contains evidence that the program has identified who is legally responsible for the care and well-being of the child. Example: forms that request this information or that request the signature of the person legally responsible are acceptable evidence.</i>			



7.A.06	I-T-P-K	Random	FS, PP
a	Program staff establish intentional practices designed to foster strong reciprocal relationships with families from the first contact and maintain them over time.		
<i>Examples of evidence could include program policies that address how relationships are formed and sustained over the course of a child's enrollment in the program, such as communicating with families, providing families with a variety of ways to reach program staff (phone, email, in person), holding family meetings or conducting home visits, and hosting events that families and staff both attend.</i>			

7.A.07	I-T-P-K	Random	FS, PP
a	Program staff ensure that all families, regardless of family structure; socioeconomic, racial, religious, and cultural backgrounds; gender; abilities; or preferred language are included in all aspects of the program, including volunteer opportunities. These opportunities consider each family's interests and skills and the needs of program staff.		
<i>Examples of evidence may include policies from the family handbook and family orientation materials describing how volunteer opportunities are open to all and volunteers are selected in an unbiased way. Family members may be surveyed on special skills/interests and this information may be used to match family volunteers with opportunities that are a good match.</i>			

7.A.08	I-T-P-K	Random	FS, PP
a	Program staff engage with families to learn from their knowledge of their child's interests, approaches to learning, and the child's developmental needs, and to learn about their concerns and goals for their children. This information is incorporated into ongoing classroom planning.		
<i>Evidence may include written policies, relevant information from family handbooks, orientation materials, family questionnaires, informal or formal conversations, family conferences, e-mail and other written communications. Lesson plans and newsletters could be used to demonstrate incorporation of the collected information into ongoing classroom planning.</i>			

7.A.09	I-T-P-K	Random	FS, PP
a	Program staff use a variety of formal and informal methods to communicate with families about the program philosophy and curriculum objectives, including educational goals and effective strategies that can be used by families to promote their children's learning. Staff use a variety of methods such as new family orientations, small group meetings, individual conversations, and written questionnaires, which help staff get input from families about curriculum activities throughout the year.		
<i>Evidence should provide examples of at least 2 methods of communication between families and program staff regarding curriculum objectives/educational goals. The first sentence of this criterion refers to methods used to communicate to families about the program. The second sentence refers to methods used to collect input from families for use in curriculum activities. Formal and informal methods include newsletters, e-mail communication, conversations, and family conferences. "A variety of methods" means two or more.</i>			

7.A.10	I-T-P-K	Random	O, FS
a	The program works with families on shared child caregiving issues, including routine separations, special needs, the food being served and consumed, and daily care issues.		
<i>Rate 'Yes' if at least one example of a caregiving issue is observed</i>			

7.A.11	I-T-P-K	Random	FS, PP
a	Families may visit any area of the facility at any time during the program's regular hours of operation as specified by the procedures of the facility.		
<i>Programs may choose how broadly to define families but families must at a minimum include parents or legal guardians. Programs may set up certain procedures, for example, encouraging families to not visit during naptime.</i>			

7.A.12	I-T-P-K	Random	FS, PP
a	The program facilitates opportunities for families to meet with one another on a formal and informal basis, work together on projects to support the program, and learn from and provide support for each other.		



7.A.13	I-T-P-K	Random	FS, PP
a	The program's governing or advisory groups include families as members and active participants. Staff or other families in the program encourage and support family members in taking on leadership roles.		
<i>Evidence may include written policies, relevant information from family handbooks, orientation materials, family questionnaires, informal or formal conversations, family conferences, e-mail and other written communications, and parent participation in advisory committees and/or boards. If the program does not have a formal governing or advisory structure, evidence may relate to other ways that families take on leadership roles in the program such as coordinating field trips or charity drives.</i>			

YES

7.A.14	I-T-P-K	Random	FS, PP
a	Program staff and families work together to plan events. Families' schedules and availability are considered as part of this planning.		
<i>Evidence may include written policies, relevant information from family handbooks, orientation materials, invitations, announcements, emails, or memos for planning sessions/meetings, meeting notes, family and sign-up sheets.</i>			

YES

**7.B. – Sharing Information Between Staff and Families**

7.B.01	I-T-P-K	Random	FS, PP
a	Program staff use a variety of mechanisms such as family conferences or home visits to promote dialogue with families. The program staff asks adults to translate or interpret communications as needed.		
<i>'A variety of mechanisms' means two or more examples must be provided in order to meet the criterion. Family conferences and/or home visits are not required but something similar must be provided. 'Adults available to translate' could be another family member, an older sibling of an enrolled child, another staff member, or hired translator. Examples of written evidence may include program policy information in the family handbook or orientation materials that translation services are provided upon request, family intake forms, evidence that a translator was present during a home visit, parent conferences or other formal or informal meetings between program staff members and families.</i>			

YES

7.B.02	I-T-P-K	Random	FS, PP
a	The program compiles and provides program information to families in a language the family can understand. This information includes program policies and operating procedures.		
<i>Rate 'N/A' if at least 75% of enrolled families understand the program's dominant language. Rate 'No' if the program does not provide evidence for the criterion AND does not provide evidence that at least 75% of enrolled families understand the program's dominant language. Rate 'Yes' if the program provides evidence that ANY program policies or procedures are translated into a second language.</i>			

NO

7.B.03	I-T-P-K	Random	FS, PP
a	Program staff inform families about the program's systems for formally and informally assessing children's progress. This information includes the purposes of the assessment, the procedures used for assessment, procedures for gathering family input and information, the timing of assessments, the way assessment results or information will be shared with families, and ways the program will use the information.		
<i>Written evidence may include written policies from the family and/or staff handbook, as well as information provided to families upon enrollment, during family conferences and/or home visits regarding assessment or throughout the year.</i>			

YES

7.B.04	I-T-P-K	Random	FS, PP
a	When program staff suspect that a child has a developmental delay or other special need, this possibility is communicated to families in a sensitive, supportive, and confidential manner and is provided with documentation and explanation for the concern, suggested next steps, and information about resources for assessment.		
<i>All programs, including those that do not currently have children enrolled with developmental delays or other special needs, must include a written policy for how to proceed when program staff suspect that a child has a developmental delay or other special need. Evidence should also include that staff are trained in confidentiality.</i>			

YES



7.B.05	I-T	Random	O, FS, TS, CP
a	Program staff communicate with families on a <b>daily basis</b> regarding infants' and toddlers'/twos' activities and developmental milestones, shared caregiving issues, and other information that affects the well-being and development of their children. Where in-person communication is not possible, program staff communicate through established alternative means.		
<i>Look for evidence of a daily report communicating individual child activities and milestones to families -- not just caregiving tasks or issues, and not just group activities.</i>			

7.B.06	P-K	Random	O, FS, TS, CP
a	Program staff communicate with families on at least a <b>weekly basis</b> regarding children's activities and developmental milestones, shared caregiving issues, and other information that affects the wellbeing and development of their children. Where in-person communication is not possible, program staff communicate through established alternative means.		
<i>Look for evidence of a weekly report communicating individual child activities and milestones to families -- not just caregiving tasks or issues, and not just group activities.</i>			

**7.C. – Nurturing Families as Advocates for Their Children**

7.C.01	I-T-P-K	Random	FS, PP
a	Program staff encourage families to regularly contribute to decisions about their child's goals and plans for activities and services.		
<i>The program should provide opportunities for families to share their perspectives about their child's behavior, developmental progress, and learning styles and needs. Look for evidence that the program encourages families to participate but programs will not be penalized if families choose not to do so. Written evidence can include forms, newsletters, emails, notes, or other documentation used to solicit information from families about their child for use in planning activities, as well as notes taken during family conferences or informal conversations.</i>			

7.C.02	I-T-P-K	Random	FS, PP
a	Program staff encourage families to raise concerns and work collaboratively with them to find mutually satisfying solutions that staff then incorporate into classroom practice.		
<i>Written evidence may include an "open door" policy, documentation demonstrating that the program encourages families to email, call, write or talk to program staff members in person as well as could include a family and teacher greeting area in the program for private discussions.</i>			

7.C.03	I-T-P-K	Random	FS, PP
a	Program staff encourage and support families to make the primary decisions about services that their children need, and they encourage families to advocate to obtain needed services.		
<i>Special services could include physical therapy, occupational therapy, speech therapy, or any specific services that a child might need.</i>			

7.C.04	I-T-P-K	Random	FS, TS, PP
a	Program staff use a variety of techniques to negotiate difficulties that arise in their interactions with family members. Program staff make arrangements to use these techniques in a language the family can understand.		
<i>For most programs there must be evidence for both parts of the criterion to rate 'Yes'. Rate 'Yes' if program shows evidence that (1) they use a variety of techniques and (2) they provide the techniques in the family's language. Disregard (2) if the program provides evidence that all families speak the program's language.</i>			

7.C.05	I-T-P-K	Emerging	FS, PP
a	Program staff provide families with information about programs and services from other organizations. Staff support and encourage families' efforts to negotiate health, mental health, assessment, and educational services for their children.		

7.C.06	I-T-P-K	Random	FS, PP
a	Program staff use established linkages with other early education programs and local elementary schools to help families prepare for and manage their children's transitions between programs, including special education programs. Staff provide information to families that can assist them in communicating with other programs.		
<p><i>Examples could include (but are not limited to) communicating with the child's future teacher(s) or specialists in person, by telephone or by email, providing families with information about their child to share with future teachers or specialists (for example, providing parents with written assessments, developmental checklists, informal observations, etc. about their child to share with future schools), etc.</i></p> <p><i>This criterion also lists special education programs. Consider how you might help families to locate appropriate schools or services for children with special needs and how you might provide families of all children, with or without special needs, with information about area schools that may be suited to the learning needs of their child. Communication methods could include a family resource binder, bulletin board, parent meeting in which alumni parents discuss the schools their children currently attend, etc.</i></p>			

7.C.07	I-T-P-K	Random	FS, TS, PP
a	To help families with their transitions to other programs or schools, staff provide basic general information on enrollment procedures and practices, visiting opportunities, and program options.		
<p><i>Examples of "basic general information" about other programs may include: a resource binder, bulletin board, parent flyer, alumni parent night, etc. that includes contact information for area schools, general enrollment procedures, and visiting opportunities (such as a list of dates for school information meetings for schools or inviting local schools/programs to come and speak at a parent meeting).</i></p> <p><i>The total number of schools/programs available to the families that a program serves may vary greatly from program to program, and relates to the program's geographical region and school options. A program should do the best it can to provide information about the schools most likely to be chosen by parents.</i></p>			

7.C.08	I-T-P-K	Random	TS, PP
a	Before sharing information about a child with other relevant providers, agencies, or other programs, staff obtain written consent from the family.		
<p><i>The intent of the criterion is to ensure the confidentiality of children and families.</i></p> <p><i>Written evidence may include parent permission forms (blank or completed examples) that are completed prior to sharing information with outside agencies; or information/policy from the family handbook about program confidentiality practices.</i></p>			

## Standard 8 – Community Relationships

### 8.A. – Linking with the Community

8.A.01	I-T-P-K	Random	O, FS, PP
a	Program staff maintain a current list of child and family support services available in the community based on the pattern of needs they observe among families and based on what families request (e.g., health, mental health, oral health, nutrition, child welfare, parenting programs, early intervention-special education screening and assessment services, and basic needs such as housing and child care subsidies). They share the list with families and assist them in locating, contacting, and using community resources that support children's and families' well-being and development.		
<p><i>Look for two examples of support services information made available in the classroom and/or in the shared spaces of the program.</i></p>			

8.A.02	I-T-P-K	Random	PP
a	Program staff develop partnerships and professional relationships with agencies, consultants, and organizations in the community that further the program's capacity to meet the needs and interests of the children and families that they serve.		
<p><i>The program develops relationships based on the needs of the families they serve. Evidence could include such things as visits to the library or visits by doctors, dentist or other community workers. Written evidence could include letters of correspondence, contracts, or other information about professional relationships with agencies, consultants and other organizations in the community included in the family handbook or parent newsletters.</i></p>			

Choice 1



**1.C. – Helping Children Make Friends**

1.C.01		I	Random	O
a	Teaching staff facilitate an infant's social interaction when he or she is interested in looking at, touching, or vocalizing to others.			

yes

1.C.02		T-P-K	Random	O
a	Teaching staff support children's development of friendships and provide opportunities for children to play with and learn from each other.			

*Evidence could include: staff attempts to bring unengaged children into play, working with children to negotiate materials or rules, or helping children express their feelings and emotions to each other. Evidence may also include schedules that include multiple groupings and clean up times; and environments that provide for small (2 children) and larger groupings.*

1.C.03		T-P-K	Random	O, CP
Teaching staff support children as they practice social skills and build friendships by helping them:				
a	enter into [play],			
b	sustain [play], and			
c	enhance play.			

yes

*Evidence includes staff who are trying to bring unengaged children into play, working with children to negotiate materials or rules, or making play more complex.*

1.C.04		T-P-K	Random	O
Teaching staff assist children in resolving conflicts by helping them:				
a	identify feelings,			
b	describe problems, and			
c	try alternative solutions.			

yes

*Staff immediately solving conflicts for children without giving children a chance to resolve the issue first is considered as negative evidence. Rate as 'Yes' if no evidence of conflicts is observed.*

1.C.05		T-P-K	Random	O
a	Teaching staff guide children who bully, isolate, or hurt other children to learn and follow the rules of the classroom.			

yes

*Rate as 'Yes' if no evidence of socially withdrawn children, victims or bullying is observed.*

1.C.06		T-P-K	Random	O
Teaching staff facilitate positive peer interaction for children who are				
a	socially reserved or withdrawn and			
b	for those who are bullied or excluded.			

yes

*Rate as 'Yes' if no evidence of socially withdrawn children, victims or bullying is observed.*

**1.D. – Creating a Predictable, Consistent, and Harmonious Classroom**

1.D.01		I-T-P-K	Always	O, CP
Teaching staff counter potential bias and discrimination by...				
a	treating all children with equal respect and consideration.			
b	initiating activities and discussions that build positive self-identity and teach the valuing of differences.			

yes

*Evidence includes materials and books that portray children as unique individuals and show different cultures, ethnicities, and backgrounds.*

*Rate 'Not Age' for infant groups. Rate as 'Yes' if no incidents of teasing or rejection occur during observation.*

*providing models and visual images of adult roles, differing abilities, and ethnic or cultural backgrounds that counter stereotypical limitations.*

Class 2



<b>3.B.09</b>	<b>I</b>	<b>Random</b>	<b>O</b>
Teaching staff create a climate of respect for infants by looking for as well as listening and responding to			
<b>a</b>	verbal and		
<b>b</b>	nonverbal cues.		

Yes

<b>3.B.10</b>	<b>I-T</b>	<b>Random</b>	<b>O</b>
<b>a</b>	Teaching staff individualize routine care (e.g., learning to use the toilet and to feed oneself) by incorporating family practices whenever possible and by respecting the home culture and the family's preferred language.		
<i>Rate 'Yes' if staff individualize routine care, even if you are not able to assess home culture and language.</i>			

<b>3.B.11</b>	<b>T-P-K</b>	<b>Random</b>	<b>O, CP</b>
Teaching staff create a climate of mutual respect for children by being interested in their			
<b>a</b>	ideas,		
<b>b</b>	experiences, and		
<b>c</b>	products.		

Yes

<b>3.B.12</b>	<b>T-P-K</b>	<b>Random</b>	<b>O, FS, PP</b>
<i>Rate 'NoOpp' if no challenging behaviors are observed.</i>			
Teachers address challenging behavior by			
<b>a</b>	assessing the function of the child's behavior.		
<b>b</b>	convening families and professionals to develop individualized plans to address behavior.		
<i>Rate 'NoOpp' if no evidence is seen in the classroom. The individualized plans do not have to be formal IEPs, but may consist of informal meetings, phone calls, emails, and/or other modes of communication to discuss plans to address the behaviors.</i>			
<b>c</b>	using positive behavior support strategies.		
<i>Evidence may include such things as policies, examples of how the program addressed a challenging behavior in the past, or notes between parents and teachers. Definition of challenging behavior: "Challenging behavior is any behavior that (1) interferes with children's learning, development and success at play, (2) is harmful to the child, other children, or adults, [or] (3) puts a child at high risk for later social problems or school failure." (Kaiser &amp; Rasminsky, <i>Challenging Behavior in Young Children</i> (2<sup>nd</sup> Ed.), Pearson Education Inc., 2007, p. 8). Examples of challenging behavior: Physical aggression (hitting, biting, shoving, whacking with toys), relational aggression ("You can't play with us", verbal bullying), tantrums, whining, testing limits, refusal to follow directions or observe classroom rules.)</i>			

Yes

<b>3.B.13</b>	<b>P-K</b>	<b>Not Currently Assessed: Best Practice</b>	
Teachers provide children opportunities to affect what happens in the classroom through participation in decision making about issues concerning			
<b>a</b>	classroom behavior,		
<b>b</b>	plans, and		
<b>c</b>	activities.		
<i>Examples may include children creating classroom rules, talking about behavior, contributing to lesson plans (i.e. what projects to do that day, week or month) or choosing classroom activities during free choice/free play. Lesson plans, photos and posted materials may also be examples of such opportunities.</i>			

Yes

**3.C. – Supervising Children**

<b>3.C.01</b>	<b>I-T-P-K</b>	<b>Random</b>	<b>O</b>
<b>a</b>	Teaching staff supervise by positioning themselves to see as many children as possible.		

Yes