



Excellence in Care and Education

**MARYLAND
ACCREDITATION**

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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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

1.1.2 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.

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.

Required Evidence

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

The evaluation process is conducted by program administration, staff, families, and other community partners. Quality requires identification of program goals; assessment of policies and procedures; and the implementation of best practices.

The results of the program evaluation are used throughout the year to ensure program accountability.

Program Notes

Initial Self-Appraisal Rating

Date: 10/22/24
 Not Met Partially Met Fully Met

Final Self-Appraisal Rating

Date: _____
 Not Met Partially Met Fully Met

Standard <p style="text-align: center;">Program Personnel</p>	
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.	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.
Required Evidence <input type="checkbox"/> Staff Evaluation Policy and timeline <input type="checkbox"/> Completed annual staff evaluation tool <input type="checkbox"/> Individual staff development plan <input type="checkbox"/> Copies of staff observations	
Program Notes	
Initial Self-Appraisal Rating Date: <u>10/22/24</u> <input type="checkbox"/> Not Met <input checked="" type="checkbox"/> Partially Met <input type="checkbox"/> Fully Met	Final Self-Appraisal Rating Date: _____ <input type="checkbox"/> Not Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Fully Met

Standard	
Program Personnel	
1.2.4 Qualification: Assistant Child Care Teacher Licensed Child Care/Head Start	
<p>Indicator:</p> <p>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.</p> <p>Public School – Assistant Teacher and/or Paraprofessional working with the Classroom Teacher must have a high school diploma and meet Maryland ParaPro requirements.</p>	<p>Best Practices / Rationale:</p> <p>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.</p> <p>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.</p> <p>Assistant Teachers are provided job descriptions that reflect expectations in: building relationships with children and families; facilitating learning; and professionalism.</p>
<p>Required Evidence to Upload:</p> <p>Licensed Child Care/Head Start:</p> <p>All Assistant Child Care Teachers must hold:</p> <ul style="list-style-type: none"> • CDA Certificate or Maryland Child Care Credential at level 2 or higher • Job Description • Maryland Accreditation Staff Qualification Form <p>Public School:</p> <p>All Assistant Teachers and/or Paraprofessionals must hold:</p> <ul style="list-style-type: none"> • CDA Certificate or Associate Degree • Job Description • Maryland Accreditation Staff Qualification Form 	<p>Required Observable Evidence:</p> <p>none</p>
<p>Program Notes</p>	
<p>Initial Self-Appraisal Rating</p> <p>Date: <u>10/22/24</u></p> <p>Not Met <input type="checkbox"/> Partially Met <input checked="" type="checkbox"/> Fully Met <input type="checkbox"/></p>	<p>Final Self-Appraisal Rating</p> <p>Date: _____</p> <p>Not Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Fully Met <input type="checkbox"/></p>

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 <i>within</i> 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 <input type="checkbox"/> Agendas and minutes of transition/articulation meetings between classrooms <input checked="" type="checkbox"/> Evidence of communication with families regarding transition within the program	
Program Notes	
Initial Self-Appraisal Rating Date: <u>10/22/24</u> <input type="checkbox"/> Not Met <input checked="" type="checkbox"/> Partially Met <input type="checkbox"/> Fully Met	Final Self-Appraisal Rating Date: _____ <input type="checkbox"/> Not Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Fully Met

Standard	
Program Continuity	
1.3 The early childhood program utilizes curricula and instructional strategies that ensure continuity of learning and development for all children.	
Indicator	Best Practices Rationale
1.3.3 Schedules and Routines The program documents daily routines and schedules to support continuity of learning.	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
Required Evidence	Instruction during the day. Educators build in flexibility to be able to follow the interests of the children.
<input type="checkbox"/> Daily schedule includes core components of the day appropriate to the age of the children <input type="checkbox"/> Schedules and lesson plans reflect intentional planning for daily transitions	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)
<input type="checkbox"/> Daily schedules reflect integrated learning in all seven domains of learning	
Program Note	
Initial Self-Appraisal Rating Date: <u>10/22/24</u> <input type="checkbox"/> Not Met <input checked="" type="checkbox"/> Partially Met <input type="checkbox"/> Fully Met	Final Self-Appraisal Rating Date: _____ <input type="checkbox"/> Not Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Fully Met

Standard	
Program Continuity	
1.3 The early childhood program utilizes curricula and instructional strategies that ensure continuity of learning and development for all children.	
Indicator	Best Practices Rationale
1.3.5 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.	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 re-grouping children are based on a variety of assessment data.
Required Evidence	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)
<input type="checkbox"/> Written assessment plan <input type="checkbox"/> Assessment tools are aligned with Maryland Early Learning Standards	
<input type="checkbox"/> Evidence of ongoing observations used to inform planning <input type="checkbox"/> Evidence of informal assessment using portfolios, checklists, anecdotal notes, work samples, etc.	
<input type="checkbox"/> Written plans reflecting differentiation of instruction based on assessment	
Program Notes	
Initial Self-Appraisal Rating Date: <u>10/22/24</u> <input type="checkbox"/> Not Met <input checked="" type="checkbox"/> Partially Met <input type="checkbox"/> Fully Met	Final Self-Appraisal Rating Date: _____ <input type="checkbox"/> Not Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Fully Met

Standard	
Program Accountability	
<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>	
<p>Indicator</p> <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>	<p>Best Practices Rationale</p> <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>
<p>Required Evidence</p> <p><input type="checkbox"/> Program Improvement Plan</p> <p><input type="checkbox"/> A copy of Annual Program Evaluation Report</p> <p><input type="checkbox"/> Evidence that program evaluation and accreditation self-appraisal results were shared with staff, parents, and governing body</p> <p><input type="checkbox"/> Documentation from School Improvement Team Meetings</p>	
<p>Program Notes</p>	
<p>Initial Self-Appraisal Rating</p> <p>Date: <u>10/22/24</u></p> <p><input checked="" type="checkbox"/> Not Met <input type="checkbox"/> Partially Met <input 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>

Standard	
Environment (Birth – 6 years)	
2.1 A planned and well-structured learning environment promotes active learning and full participation for each child.	
Indicator	Best Practices Rationale
2.1.1(a) Outdoor Environment: Safety The learning environment meets standards for safety, toxicity, construction, and cleanliness. The program must comply with zoning requirements, fire, health, and safety regulations.	Outside play areas are free of sharp or dangerous objects, trash, animals and poisonous plants, garden sprays, alcohol, tobacco, illegal drugs and other hazards. The area is well drained and accessible by safe walkways or paths. If play area is near a road or unsafe area, a fence provides security. The outdoor space has at least one area that provides some protection from the elements.
Required Evidence	
<input type="radio"/> Clean <input type="radio"/> Well drained <input type="radio"/> Free of clutter <input type="radio"/> Appropriate storage of outside equipment <input type="radio"/> Appropriate and well maintained playground equipment <input type="radio"/> Appropriate surfaces <input type="radio"/> 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	
Initial Self-Appraisal Rating Date: <u>10/22/24</u> <input type="checkbox"/> Not Met <input checked="" type="checkbox"/> Partially Met <input type="checkbox"/> Fully Met	Final Self-Appraisal Rating Date: _____ <input type="checkbox"/> Not Met <input type="checkbox"/> Partially Met <input type="checkbox"/> 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	Best Practices Rationale
2.1.1(c) Outdoor Environment: Intentional Learning Opportunities Daily opportunities provided for structured and unstructured outdoor play as part of the lesson plan/curriculum.	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	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.
<ul style="list-style-type: none"> <input type="radio"/> Prop boxes and space to stimulate dramatic play <input type="radio"/> Materials for building <input type="radio"/> Materials for drawing and painting <input type="radio"/> Instruments and materials to dance, march, and create sounds 	
Program Notes	
Initial Self-Appraisal Rating Date: <u>10/22/24</u> <input type="checkbox"/> Not Met <input checked="" type="checkbox"/> Partially Met <input type="checkbox"/> Fully Met	Final Self-Appraisal Rating Date: _____ <input type="checkbox"/> Not Met <input type="checkbox"/> Partially Met <input type="checkbox"/> 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	Best Practices Rationale
2.1.2(b) Indoor Environment: Organization of Space The learning environment reflects effective and flexible utilization of available space.	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. 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
Required Evidence	
<ul style="list-style-type: none"> <input type="radio"/> Space for personal belongings labeled for each child <input type="radio"/> Large meeting area <input type="radio"/> Small meeting area 	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)
<ul style="list-style-type: none"> <input type="radio"/> Library <input type="radio"/> A variety of books and text materials in multiple places in the room <input type="radio"/> Calming area <input type="radio"/> Space is organized to be child centered, flexible and accessible to all children 	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	
Initial Self-Appraisal Rating Date: <u>10/22/24</u> <input type="checkbox"/> Not Met <input checked="" type="checkbox"/> Partially Met <input type="checkbox"/> Fully Met	Final Self-Appraisal Rating Date: _____ <input type="checkbox"/> Not Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Fully Met

Standard <p style="text-align: center;">Environment (Birth – 6 years)</p>	
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.	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)
Required Evidence <input type="radio"/> Instructional materials are authentic, accurate, and reflect positive images and information about diverse groups <input type="radio"/> The environment reflects customs, traditions, structure and songs relevant to the culture of children, families, and staff	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 	
Initial Self-Appraisal Rating Date: <u>10/22/24</u> <input type="checkbox"/> Not Met <input checked="" type="checkbox"/> Partially Met <input type="checkbox"/> Fully Met	Final Self-Appraisal Rating Date: _____ <input type="checkbox"/> Not Met <input type="checkbox"/> Partially Met <input type="checkbox"/> 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	Best Practices Rationale
2.1.4 Technology Appropriate use of technology and interactive media follow a developmental progression in the way children use technology.	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	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.
<ul style="list-style-type: none"> <input type="radio"/> Appropriate and equitable shared use of technology <input type="radio"/> Interactive use of technology <input type="radio"/> Adults support and scaffold children’s use of technology 	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	
Initial Self-Appraisal Rating Date: <u>10/22/24</u> <input type="checkbox"/> Not Met <input checked="" type="checkbox"/> Partially Met <input type="checkbox"/> Fully Met	Final Self-Appraisal Rating Date: _____ <input type="checkbox"/> Not Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Fully Met

Curriculum (3 to 6 years)	
Standard 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 <input type="radio"/> Learning experiences are interesting and appropriately challenging <input type="radio"/> A variety of materials are used for children to	Taking all of the domains of development into consideration and adding temperament, personality, interests, family culture, and
<input type="radio"/> engage in learning that fits within the curriculum <input type="radio"/> Opportunities for practicing skills are integrated across the curriculum <input type="radio"/> The needs of the individual child are balanced with the needs of the group	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)
<input type="radio"/> Evidence of learning experiences occurring in all domains	
Program Notes 	
Initial Self-Appraisal Rating Date: <u>10/22/24</u> <input type="checkbox"/> Not Met <input checked="" type="checkbox"/> Partially Met <input type="checkbox"/> Fully Met	Final Self-Appraisal Rating Date: _____ <input type="checkbox"/> Not Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Fully Met

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 2.3.3 Executive Function The development of approaches to learning and executive function skills facilitate and support the process of learning.	Best Practices Rationale 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.
Required Evidence <input type="radio"/> Visual cues to guide children's choices and decisions in social situations <input checked="" 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 	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. 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)
Program Notes 	
Initial Self-Appraisal Rating Date: <u>10/22/24</u> <input type="checkbox"/> Not Met <input checked="" type="checkbox"/> Partially Met <input type="checkbox"/> Fully Met	Final Self-Appraisal Rating Date: _____ <input type="checkbox"/> Not Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Fully Met

Curriculum (3 to 6 years)	
Standard 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 2.3.4(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.	Best Practices Rationale 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. 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.
Required Evidence <ul style="list-style-type: none"> ○ Educators model and implement age appropriate reading strategies, e.g. fingerplays, rhyming, picture matching, 	Educators also help children develop recognition of sight words.
<ul style="list-style-type: none"> ○ 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 	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.
<ul style="list-style-type: none"> ○ 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 	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)
Program Notes 	
Initial Self-Appraisal Rating Date: <u>10/22/24</u> ___ Not Met <input checked="" type="checkbox"/> Partially Met ___ 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 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 <input type="radio"/> Children are provided opportunities for hands-on activities that support mathematical concepts e.g.: counting, graphing, sorting, weighing, measuring, subitizing, comparing, etc. <input type="radio"/> Materials/manipulatives are available for children to explore and practice math concepts daily <input type="radio"/> Educators use and encourage mathematical vocabulary throughout the day <input type="radio"/> Educators integrate mathematical concepts into all content areas and learning centers <input type="radio"/> 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: <ul style="list-style-type: none"> • 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 	
Initial Self-Appraisal Rating Date: <u>10/22/24</u> <input type="checkbox"/> Not Met <input checked="" type="checkbox"/> Partially Met <input type="checkbox"/> Fully Met	Final Self-Appraisal Rating Date: _____ <input type="checkbox"/> Not Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Fully Met

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	Best Practices Rationale
2.3.7 Social Studies 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.	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)
Required Evidence	
<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 <input type="radio"/> Social studies activities are integrated in all learning centers and content areas 	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.
Program Notes	
Initial Self-Appraisal Rating Date: <u>10/22/24</u> <input type="checkbox"/> Not Met <input checked="" type="checkbox"/> Partially Met <input type="checkbox"/> Fully Met	Final Self-Appraisal Rating Date: _____ <input type="checkbox"/> Not Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Fully Met

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 2.3.9 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.	Best Practices Rationale 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.
Required Evidence <ul style="list-style-type: none"> ○ 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.) ○ Educators provide guidance and practice in the healthy habit of hand-washing. ○ Educators intentionally implement indoor and outdoor learning centers that include activities and/or games promoting movement skills ○ Educators provide appropriate modifications and accommodations for children with disabilities 	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. 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)
Program Notes	
Initial Self-Appraisal Rating Date: <u>10/22/24</u> <input type="checkbox"/> Not Met <input checked="" type="checkbox"/> Partially Met <input type="checkbox"/> Fully Met	Final Self-Appraisal Rating Date: _____ <input type="checkbox"/> Not Met <input type="checkbox"/> Partially Met <input type="checkbox"/> 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	Best Practices Rationale
2.4.1 Learning Through Play Daily activities include time for free and guided play to provide learning opportunities that are integrated across domains.	Research continues to provide evidence that playful learning supports social foundations, 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.
Required Evidence	
<ul style="list-style-type: none"> <input type="radio"/> Learning centers/Interest areas reflect domains of learning <input type="radio"/> Children are provided daily opportunities for children to choose where to play <input type="radio"/> Children are provided daily opportunities for children to choose materials for play <input type="radio"/> Materials are easily accessible to children 	<p>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.</p> <p>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)</p>
Program Notes	
Initial Self-Appraisal Rating Date: <u>10/22/24</u> <input type="checkbox"/> Not Met <input checked="" type="checkbox"/> Partially Met <input type="checkbox"/> Fully Met	Final Self-Appraisal Rating Date: _____ <input type="checkbox"/> Not Met <input type="checkbox"/> Partially Met <input type="checkbox"/> 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	Best Practices Rationale
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.	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.
Required Evidence <input type="radio"/> Educators provide topics/discussions relevant to young children's interests and needs <input checked="" type="radio"/> Educators provide hands-on learning opportunities <input type="radio"/> Classroom activities reflect children's prior experiences	
Program Notes	
Initial Self-Appraisal Rating Date: <u>10/22/24</u> <input type="checkbox"/> Not Met <input checked="" type="checkbox"/> Partially Met <input type="checkbox"/> Fully Met	Final Self-Appraisal Rating Date: _____ <input type="checkbox"/> Not Met <input type="checkbox"/> Partially Met <input type="checkbox"/> 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	Best Practices Rationale
2.4.5(a) Management Strategies: Transitions Instruction incorporates management strategies which facilitate logical and organized transitions and routines.	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	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)
<ul style="list-style-type: none"> <input type="radio"/> Wait time is limited for children during transitions <input type="radio"/> Educators use a variety of strategies to signal a transition is approaching <input type="radio"/> Educators use a variety of behavior management strategies that result in positive learning behaviors (e.g., acknowledging positive behavior of children, avoidance, ignoring, etc.) 	
<ul style="list-style-type: none"> <input type="radio"/> Children know routines <input type="radio"/> Visual schedule is posted to assist children with daily routines 	
Program Notes	
Initial Self-Appraisal Rating Date: <u>10/22/24</u> <input type="checkbox"/> Not Met <input checked="" type="checkbox"/> Partially Met <input type="checkbox"/> Fully Met	Final Self-Appraisal Rating Date: _____ <input type="checkbox"/> Not Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Fully Met

III. Home and Community Partnerships

3.1 Partnerships

(Birth – 6 years)

Standard <p style="text-align: center;">Partnerships (Birth – 6 years)</p>	
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. 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
Required Evidence <input type="checkbox"/> Evidence of family education and outreach containing information about child development and learning <input type="checkbox"/> School readiness materials shared with families	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 	
Initial Self-Appraisal Rating Date: <u>10/22/24</u> <input type="checkbox"/> Not Met <input checked="" type="checkbox"/> Partially Met <input type="checkbox"/> Fully Met	Final Self-Appraisal Rating Date: _____ <input type="checkbox"/> Not Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Fully Met

Standard Partnerships (Birth – 6 years)	
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
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 	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)
Program Notes 	
Initial Self-Appraisal Rating Date: <u>10/22/24</u> <input checked="" type="checkbox"/> Not Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Fully Met	Final Self-Appraisal Rating Date: _____ <input type="checkbox"/> Not Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Fully Met
Standard	

Standard <p style="text-align: center;">Partnerships (Birth – 6 years)</p>	
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
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	
	Knowing the research on the characteristics and evaluation practices of successful family engagement programs can be helpful as educators seek to develop or choose initiatives to engage their families. A systemic approach where family engagement values and principles are woven into every aspect of the program has a greater likelihood of being effective and successful.
Program Notes 	
Initial Self-Appraisal Rating Date: <u>10/22/24</u> <input checked="" type="checkbox"/> Not Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Fully Met	Final Self-Appraisal Rating Date: _____ <input type="checkbox"/> Not Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Fully Met

