



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 Development
200 West Baltimore Street 10th Floor
Baltimore, Maryland 21201**

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**** This document references the following publication as “The Guide”:**

Supporting Every Young Learner: Maryland’s Guide to Early Childhood Pedagogy, Birth to Age 8. (2015). Baltimore, MD, Maryland State Department of Education

I. Program Administration

II. Program Operation

2.2 Care and Learning Opportunities for Infants and Toddlers (Birth to 36 Months)

Standard

**Care and Learning Opportunities for Infants and Toddlers
(Birth to 36 Months)**

2.2 The early childhood program has research-based care and learning opportunities that support each child’s development and align with *Healthy Beginnings: Supporting Development and Learning from Birth through Three Years of Age*.

Indicator	Best Practices Rationale
<p>2.2.1(a) Responsive Caregiving: Relationships Relationships between children and educators promote growth when they are warm, nurturing, individualized, and responsive in a reciprocal manner.</p>	<p>There is a safe, structured environment with predictable routines and interesting materials to explore. Continuity of care is provided by sensitive, supportive, and dependable educators who have nurturing, protective and stable relationships and interactions with infants and toddlers.(www.zerotothree.org)</p>
<p>Required Evidence</p> <ul style="list-style-type: none">○ Educators position themselves to be physically close to children○ Educators respond to children’s needs○ Educators make eye contact, use a warm tone of voice, and are in close proximity to the child when interacting	<p>Young children’s relationships with their primary caregivers have a major impact on their cognitive, linguistic, emotional, social, and moral development.</p>

Program Notes

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Standard <p style="text-align: center;">Care and Learning Opportunities for Infants and Toddlers (Birth to 36 Months)</p>	
2.2 The early childhood program has research-based care and learning opportunities that support each child’s development and align with <i>Healthy Beginnings: Supporting Development and Learning from Birth through Three Years of Age</i> .	
Indicator 2.2.1(b) Responsive Caregiving: Curriculum Curriculum for very young children is focused on social interactions based on consistent and intentional daily routines.	Best Practices Rationale To ensure an effective foundation for later development and success, infant/toddler experiences are designed to meet the individual needs of each child. The developmental foundation built during this period has lifelong implications. An individualized curriculum provides a way for educators-caregivers to be intentional about the way they support development and learning in children under 3 and ensures that all aspects of development are being monitored and appropriately supported in a variety of ways. Daily routines such as diapering, feeding, sleeping and transitions are individualized to meet the needs of the each child. Individual needs are determined in partnership with families. Educators take time to interact with each child in a consistent manner during daily routines through verbal and non-verbal communication. Routines and schedules are flexible to meet the individual needs of children.
Required Evidence <ul style="list-style-type: none"> ○ Materials in the environment are intentionally used to support individual child development. ○ Educators spend time engaged with individual children ○ Activities are geared towards individual needs and the needs of the group 	
Program Notes	
Initial Self-Appraisal Rating Date: _____ <input 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

**Care and Learning Opportunities for Infants and Toddlers
(Birth to 36 Months)**

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Indicator	Best Practices Rationale
<p>2.2.2 Social/Emotional Development Educators support the development of positive and secure relationships and growing independence of children.</p>	<p>From birth, children learn about the world by touching, tasting, smelling, seeing, and hearing. Sensory play also contributes in crucial ways to brain development. Stimulating the senses sends signals to children’s brains that help to strengthen neural pathways important for all types of learning. For example, as children explore sensory materials, they develop their sense of touch, which lays the foundation for learning other skills, such as identifying objects by touch, and using fine-motor muscles. Experiencing and differentiating the characteristics of sensory materials is a first step in classification and sorting – an important part of science learning and discovery.</p>
<p>Required Evidence</p> <ul style="list-style-type: none">○ Opportunities for children to self-soothe and calm down throughout the day○ Opportunities to develop self-help skills such as potty learning, dressing, feeding○ Opportunities to attend to and persist at a variety of tasks	

Program Notes

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Standard Care and Learning Opportunities for Infants and Toddlers (Birth to 36 Months)	
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Indicator 2.2.3 Sensory and Exploration Each child is provided the opportunity to explore a variety of sensory and cognitive experiences with support and stimulation from the staff.	Best Practices Rationale Very young children interact with the world through their senses, touching, looking and manipulating objects and materials to learn about them. Sensory experiences stimulate touch, smell, taste, sight and hearing. Sensory activities allow children to naturally explore materials and their environment. Providing children with a variety of tactile experiences helps develop the sense of touch and fine motor skills. As children explore water, sand, dirt, dough, paints, and other mediums they have the opportunity to build on prior experiences to create new learning. Educators’ interactions with children during sensory exploration allow the children to learn more about the materials and objects they are using. Educators support learning by giving language and words for children to use while playing. Educators regularly change materials to promote exploration and learning. Educators vary their interactions with children during sensory play to meet individual needs.
Required Evidence <ul style="list-style-type: none"> ○ Access to appropriate materials for exploration ○ Educators support children’s explorations and persistence through questioning, guidance, and communication ○ Evidence of a variety of sensory based experiences 	
Program Notes	
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Indicator 2.2.4 Communication Skills Educators support emerging communication skills by providing daily opportunities for children to interact with others and express themselves freely.	Best Practices Rationale Educators provide opportunities for infants and toddlers to observe and practice communication skills by imitating the behaviors of others. Educators talk to children during play and routine activities, maintaining eye contact with the children. They repeat what children say, adding words and ideas when appropriate. However, they maintain a balance between listening and talking, allowing wait time for the child to respond. Educators encourage language development by engaging infants and toddlers in a variety of language activities using songs, finger plays, stories, books, puppets and games.
Required Evidence <ul style="list-style-type: none"> ○ Conversation occurs during responsive caregiving routines ○ Educators use wait time to allow children to reciprocate conversations ○ Nonverbal interactions, positive facial expressions, gestures, touching, holding and positive body language used ○ Open-ended conversation encouraged ○ Communication includes: questioning, reading, naming objects, repeating child’s sounds/words and expanding their vocabulary 	
Program Notes	
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Standard

**Care and Learning Opportunities for Infants and Toddlers
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<p>Indicator</p> <p>2.2.5 Gross Motor Development Educators support the development of gross motor skills such as grasping, pulling, pushing, crawling, walking, and climbing.</p>	<p>Best Practices Rationale</p> <p>A comprehensive program for infants and toddlers encourages play and active exploration to support the development of gross motor skills and enhance self-confidence, independence, and autonomy. It allows infants to self-initiate motor development such as rolling, sitting, and walking at their pace. The program provides space for crawling on a variety of surfaces and low sturdy furniture for children to pull themselves up with or to hold on to while walking. The program also provides padded and safe play structures for exploration and surfaces that are appropriately cushioned.</p>
<p>Required Evidence</p> <ul style="list-style-type: none">○ Indoor and outdoor equipment and materials encourage gross motor development○ Variety of experiences to support development such as rolling, sitting, walking, crawling	<p>A convenient outdoor area where infants and toddlers are separated from older children is available for daily use. Materials and equipment used daily indoor or outdoor stimulate a variety of large muscle skills (crawling, walking, balancing, climbing, ball play).</p>
<p>Program Notes</p>	
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Standard

**Care and Learning Opportunities for Infants and Toddlers
(Birth to 36 Months)**

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Indicator	Best Practices Rationale
<p>2.2.6 Fine Motor Development Educators support the development of fine motor skills that encourage control and specialized motions, using eyes, mouth, hands, and feet.</p>	<p>Educators provide opportunities for infants and toddlers to practice the coordination of specialized motions (e.g. grasping, reaching, pulling up, using hands, stacking, releasing objects). A variety of age-appropriate materials of different types, color, size, shape, and texture are available for daily use. Toddlers have access to objects for carrying, such as balls or baskets, as well as, simple puzzles, nesting toys, stacking toys, toys with handles and pop-beads.</p>
<p>Required Evidence</p> <ul style="list-style-type: none">○ Variety of experiences to grasp, reach, pull, push, stack and/or release objects○ Access to appropriate materials for developing fine motor skills	

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Standard Care and Learning Opportunities for Infants and Toddlers (Birth to 36 Months)	
2.2 The early childhood program has research-based care and learning opportunities that support each child’s development and align with <i>Healthy Beginnings: Supporting Development and Learning from Birth through Three Years of Age</i> .	
Indicator 2.2.7 Fine Arts Educators provide opportunities for children to be exposed to and to explore the visual and performing arts.	Best Practices Rationale Fine arts experiences are adapted to the developmental level of children this age. Very young children need opportunities to explore materials, rather than create a finished product. The program recognizes the child’s active role in learning and offer opportunities for children to construct and elaborate meaning. It includes stimulating imagination through drama and other language-rich experiences, as well as, engaging in dialogues to learn about others, enhance communication skills, and expand vocabulary.
Required Evidence <input type="radio"/> Opportunities to engage in music/song <input type="radio"/> Props and materials for imaginary play <input type="radio"/> Open ended art exploration	Educators encourage children to represent their thoughts and ideas symbolically, with a focus on the process of self-expression, rather than a finished product. The role of the educator is to provide a variety of materials, including materials that represent a variety of cultures, and opportunities to support children’s self-expression.
Program Notes	
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Standard Care and Learning Opportunities for Infants and Toddlers (Birth to 36 Months)	
2.2 The early childhood program has research-based care and learning opportunities that support each child’s development and align with <i>Healthy Beginnings: Supporting Development and Learning from Birth through Three Years of Age</i> .	
Indicator 2.2.8 Problem Solving Children engage in hands on experiences. Children have time to find solutions to challenging situations.	Best Practices Rationale Problem solving is the foundation of a young child’s learning. It must be valued, promoted, provided for, and sustained in the early childhood classroom. Opportunities for problem solving occur in everyday context of a child’s life. By observing the child closely, educators can use the child’s social, cognitive, movement, and emotional experiences to facilitate problem solving and promote strategies useful in the lifelong process of learning. By exploring social relationships, manipulating objects, and interacting with people, children are able to formulate ideas, try these ideas out, and accept or reject what they learn. It is this discovery within the problem solving process that is the vehicle for children’s learning.
Required Evidence <ul style="list-style-type: none"> ○ Encouragement to complete simple tasks independently ○ Educators support children’s explorations and persistence through questioning, guidance, and communication ○ Opportunities for children to engage in new experiences, try new things and discover solutions 	
Program Notes	
Initial Self-Appraisal Rating Date: _____ ___ Not Met ___ Partially Met ___ Fully Met	Final Self-Appraisal Rating Date: _____ ___ Not Met ___ Partially Met ___ Fully Met

II. Program Operation

2.3 Curriculum (3 to 6 years)

Standard Curriculum (3 to 6 years)	
2.3 The early childhood program utilizes curriculum that supports each child’s development. The curriculum is aligned with Maryland’s early learning standards.	
Indicator 2.3.8 Fine Arts Fine arts curriculum provides regular opportunities for children to create, perform, and respond to quality and culturally diverse experiences in visual art, music, theatre, and dance.	Best Practices Rationale Opportunities to engage with the arts are integrated throughout the curriculum. Children have multiple opportunities for the following: <ul style="list-style-type: none"> • Creating new art in all its forms • Performing, presenting, and producing art in all its forms • Responding to all forms of art • Connecting with art in a personally and culturally meaningful way (pp.101-102, The Guide)
Required Evidence <ul style="list-style-type: none"> ○ Opportunities for children to engage in creative movement, dance and music ○ Opportunities for children to analyze, interpret, and select artistic work for presentation ○ Children’s creative work is labeled with name and displayed in the classroom/program ○ Utilization of various music forms i.e.: classical, folk, country, lullabies, cultural music, etc. ○ Children are provided opportunities to relate personal experiences and knowledge to various forms of art ○ Fine arts are integrated in all content areas and learning centers 	Instruction in the arts is focused on the process of creating and engaging in art rather than the end product. Young children have time to explore materials in multiple ways. Early childhood educators recognize the value in stand-alone experiences with the arts, but also find ways to integrate the arts into all curricular areas. Children have the opportunity to engage in independent art experiences and educator-guided art experiences.
Program Notes 	
Initial Self-Appraisal Rating Date: <u>10/26</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>10/26</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

II. Program Operation

2.4 Instruction (3 to 6 years)

Standard	
Instruction (3 to 6 years)	
2.4 Curriculum is delivered through instructional strategies which support each child's development and attainment of Maryland early learning standards.	
Indicator	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 	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.
Program Notes	
Initial Self-Appraisal Rating Date: _____ <input 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 Instruction (3 to 6 years)	
2.4 Curriculum is delivered through instructional strategies which support each child's development and attainment of Maryland early learning standards.	
Indicator 2.4.2 Independent Learning Exploration Independent learning provides opportunities for children to explore, experiment, question, investigate, and problem-solve. Children take responsibility for their learning.	Best Practices Rationale Materials that encourage open-ended thinking and active participation are an integral part of daily application and follow-up learning. Educators facilitate learning based on the understanding of each child's developmental strengths and needs and use independent learning opportunities to observe and record children's performance. This is a dynamic process between the educator and child with the educator being the facilitator and the child becoming the investigator. Independent learning is an integral part of each day. Educators provide time for children to immerse themselves in learning without the pressure of a quick rotation from one center/task to the next. A tremendous amount of development happens as children work within learning centers. Learning center goals are linked to the goals of the curriculum. Educators are mindful of connecting the opportunities in learning centers to the domains of development, providing multiple modalities, and offering multiple levels of tasks so that all learners can work together but on different activities within a learning center. (pg. 128, The Guide)
Required Evidence <ul style="list-style-type: none"> ○ Learning centers/Interest areas are accessible to all children ○ Daily schedule provides adequate time for children to immerse themselves in independent learning exploration ○ Appropriate equipment, manipulatives and materials are accessible ○ Children are engaged in independent learning activities ○ Authentic objects and props are utilized by children daily 	
Program Notes 	
Initial Self-Appraisal Rating Date: _____ <input 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	
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 <ul style="list-style-type: none"> <input type="radio"/> Educators provide topics/discussions relevant to young children's interests and needs <input 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: _____ <input 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 <p style="text-align: center;">Instruction (3 to 6 years)</p>	
2.4 Curriculum is delivered through instructional strategies which support each child’s development and attainment of Maryland early learning standards.	
Indicator 2.4.4 Instructional Strategies Instruction is based upon children’s individual needs, interests, strengths, and learning styles.	Best Practices Rationale Educators align instructional practices, curriculum, and assessment methods for the purpose of facilitating each child’s learning. To help children to acquire new skills and concepts, educators select from a range of strategies, including: asking open-ended questions; offering cues and prompts; listening attentively to children’s responses and giving them enough time to express themselves; demonstrating skills; adding more complex materials or concepts to a learning situation; and providing opportunities for cooperative learning. Because there is no such thing as a “typical learner” and any kind of one-size-fits-all educational approach does not reach all learners, children of all abilities need a variety of opportunities to access curriculum and assessments. Educators provide multiple and flexible ways for children to demonstrate what they have learned. Educators also have multiple and flexible means of engaging the learner so that all children are motivated to learn. (p. 63, The Guide)
Required Evidence <ul style="list-style-type: none"> ○ Educators provide opportunities and activities that meet children’s needs: <ul style="list-style-type: none"> ▪ Cooperative learning experiences ▪ Exploratory learning centers ▪ Differentiated tasks ▪ Scaffolding ○ Educators implement strategies that encourage higher level thinking skills such as <ul style="list-style-type: none"> ▪ Open-ended, higher level questions, and investigation ▪ Cooperative learning strategies ▪ Problem solving strategies ○ Balance of educator-directed and child-initiated experiences ○ Multiple and flexible means for children to express and engage in learning 	
Program Notes 	
Initial Self-Appraisal Rating Date: _____ ___ Not Met ___ Partially Met ___ Fully Met	Initial Self-Appraisal Rating Date: _____ ___ Not Met ___ Partially Met ___ Fully Met

Standard Instruction (3 to 6 years)	
2.4 Curriculum is delivered through instructional strategies which support each child's development and attainment of Maryland early learning standards.	
Indicator 2.4.5(a) Management Strategies: Transitions Instruction incorporates management strategies which facilitate logical and organized transitions and routines.	Best Practices Rationale Children are learning important life skills as they transition from one activity to another. Transition times are opportunities for developing social foundation skills. In this, educators help children learn how to manage choices and change, how to plan their time, how to follow directions, how to work collaboratively, and how to learn responsibility. The main idea is that transitions are a time for learning, too.
Required Evidence <ul style="list-style-type: none"> ○ Wait time is limited for children during transitions ○ Educators use a variety of strategies to signal a transition is approaching ○ Educators use a variety of behavior management strategies that result in positive learning behaviors (e.g., acknowledging positive behavior of children, avoidance, ignoring, etc.) ○ Children know routines ○ Visual schedule is posted to assist children with daily routines 	The classroom community is organized and structured. The children are aware of expectations and daily routines. Children and educators share responsibility for the classroom. Minimal amounts of time are spent getting ready, sitting, and listening. Sufficient time is allocated for transitions to allow children to clean up and prepare for the next activity. Educators use a variety of strategies to signal a transition, e.g. rhythmic clapping, finger play, song, dimming the lights, ringing a bell, music, or verbal announcement. (p. 123, The Guide)
Program Notes	
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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(b) Management Strategies: Behaviors Instruction incorporates management strategies which facilitate and promote positive behavior.	Early childhood educators use positive strategies, e.g. re-direction, to support children's appropriate behaviors. Educators' responses are consistent in guiding behavior to meet each child's developmental needs. When problems arise, the educator responds quickly to support the child and maintain the safety and flow of the classroom.
Required Evidence	
<ul style="list-style-type: none"> <input type="radio"/> Educators use visual cues that support classroom expectations <input type="radio"/> Children know classroom rules and expectations so they can function with appropriate adult supports based on age and developmental need 	<p>Children are actively involved in creating solutions to classroom challenges.</p> <p>Classroom activities and expectations are appropriate to the age and developmental needs of children. Educators are intentional in teaching positive social interactions to all children. (pp. 70-73, The Guide)</p>
Program Notes	
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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 3.1.6 Evaluation Family and community partners are encouraged to provide input to strengthen early learning programs, family practices, and children’s learning and development.	Best Practices Rationale Evaluation and feedback from families are important elements of successful programs. There are three steps programs can use to evaluate their effectiveness: <ul style="list-style-type: none"> • Measuring participation and attendance at events to help identify how to best recruit and retain participants • Gathering baseline family data at the beginning of the year, which allows staff to identify roadblocks or strengths for families • Surveying the needs and satisfaction of families to tailor the types of activities to support families Knowing the research on the characteristics and evaluation practices of successful family engagement programs can be helpful as educators seek to develop or choose initiatives to engage their families. A systemic approach where family engagement values and principles are woven into every aspect of the program has a greater likelihood of being effective and successful.
Required Evidence <input type="checkbox"/> Completed parent survey <input type="checkbox"/> Evidence parent survey results shared with parent advisory committee; Program/School Improvement Team; and/or governing body	
Program Notes This is part of the accreditation process. This is new for us	
Initial Self-Appraisal Rating Date: <u>10/26</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