**District: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Verifier’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Classroom: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Standard 1: Relationships**

|  |  |  |
| --- | --- | --- |
| **IQPPS #** | **Criteria** | **Notes** |
| **Building Positive Relationships among Teachers and Families** | | |
| □ 1.1 | Teachers work in partnership with families, establishing and maintaining regular, on-going, two-way communication. |  |
| **Helping Children Make Friends** | | |
| □ 1.5 | Teaching staff support children as they practice social skills and build friendships by helping them:   1. enter into play, 2. sustain play, and 3. enhance play. |  |
| □ 1.6 | Teaching staff assist children in resolving conflicts by helping them:   1. identify feelings, 2. describe problems, and 3. try alternative solutions. |  |
| **Creating a Predictable, Consistent and Harmonious Classroom** | | |
| **□ 1.7**  **Required** | **Teaching staff counter potential bias and discrimination by…**   1. **treating all children with equal respect and consideration.** 2. **initiating activities and discussions that build positive self-identity and teach the valuing of differences.** 3. **intervening when children tease or reject others.** 4. **providing models and visual images of adult roles, differing abilities, and ethnic or cultural backgrounds that counter stereotypical limitations.** 5. **avoiding stereotypes in language references.** |  |
| **Promoting Self-Regulation** | | |
| □ 1.8 | Rather than focus solely on reducing the challenging behavior, teachers focus on…   1. teaching the child social, communication, and emotional regulation skills and 2. using environmental modifications, activity modifications, adult or peer support, and other teaching strategies to support the child’s appropriate behavior. |  |

**Standard 2: Curriculum**

| **IQPPS #** | **Criteria** | **Notes** |
| --- | --- | --- |
| **Curriculum: Essential Characteristics** | | |
| □ 2.3 | The curriculum guides the development of a daily schedule that is predictable yet flexible and responsive to individual needs of the children. The schedule   1. provides time and support for transitions. 2. includes both indoor and outdoor experiences. 3. is responsive to a child’s need to rest or be active. |  |
| □ 2.4 | Materials and equipment used to implement the curriculum reflect the lives of the children and families as well as the diversity found in society,including**:**   1. gender [diversity], 2. age [diversity], 3. language [diversity],and 4. [diversity of] abilities.   Materials and equipment…   1. provide for children’s safety while being appropriately challenging. 2. encourage exploration, experimentation and discovery. 3. promote action and interaction. 4. are organized to support independent use. 5. are rotated to reflect changing curriculum and accommodate new interests and skill levels. 6. are rich in variety. 7. accommodate children’s special needs. |  |
| □ 2.5 | The curriculum guides teachers to incorporate content, concepts, and activities that foster:   1. social [development], 2. emotional [development], 3. physical [development], 4. language [development], and 5. cognitive development and 6. integrate key areas of content including literacy, mathematics, science, technology, creative expression and the arts, health and safety, and social studies. |  |
| □ 2.6 | The schedule   1. provides children learning opportunities, experiences, and projects that extend over the course of several days and incorporates time for 2. play, 3. creative expression, 4. large-group, 5. small-group, and 6. child-initiated activity. |  |
| **Areas of Development: Social-Emotional Development** | | |
| **□ 2.7**  **Required** | **Children have varied opportunities to develop a sense of competence and positive attitudes toward learning, such as persistence, engagement, curiosity, and mastery.** |  |
|  |  |  |
| **Areas of Development: Physical Development** | | |
| □ 2.8 | Children are provided varied opportunities and materials that support fine-motor development. |  |
| □ 2.9 | Children have varied opportunities and are provided equipment to engage in large motor experiences that:   1. stimulate a variety of skills. 2. enhance sensory-motor integration. 3. develop controlled movement (balance, strength, coordination). 4. enable children with varying abilities to have large-motor experiences similar to those of their peers. 5. range from familiar to new and challenging. 6. help them learn physical games with rules and structure. |  |
| **Areas of Development: Language Development** | | |
| □ 2.11 | Children have varied opportunities to develop vocabulary through   1. conversations, 2. experiences, 3. field trips, and 4. books. |  |
| **Curriculum Content Area for Cognitive Development: Early Literacy** | | |
| □ 2.12 | Children have opportunities to become familiar with print. They are actively involved in making sense of print, and they have opportunities to become familiar with, recognize, and use print that is accessible throughout the classroom:   1. Items belonging to a child are labeled with his or her name. 2. Materials are labeled. 3. Print is used to describe some rules and routines. 4. Teaching staff help children recognize print and connect it to spoken word. |  |
| **□ 2.13**  **Required** | **Children have varied opportunities to**   1. **be read books in an engaging manner in group or individualized settings at least twice a day in full-day programs and at least once daily in half-day programs.** 2. **be read to regularly in individualized ways including one-to-one or in small groups of two to six children.** 3. **explore books on their own and have places that are conducive to the quiet enjoyment of books.** 4. **have access to various types of books including storybooks, factual books, books with rhymes, alphabet books, and wordless books.** 5. **be read the same book on repeated occasions.** 6. **retell and reenact events in storybooks.** 7. **engage in conversations that help them understand the content of the book.** 8. **be assisted in linking books to other aspects of the curriculum.** 9. **identify the parts of books and differentiate print from pictures.** |  |
| **□** 2.14 | Children have multiple and varied opportunities to write:   1. Writing materials and activities are readily available in art, dramatic play, and other learning centers. 2. Various types of writing are supported including scribbling, letter-like marks, and developmental spelling. 3. Children have daily opportunities to write or dictate their ideas. 4. Children are provided needed assistance in writing the words and messages they are trying to communicate.   Children are given the support they need to write on their own, including access to the   1. alphabet and 2. to printed words about topics of current interest,   both of which are made available at eye level or on laminated cards.   1. Children see teaching staff model functional use of writing and are helped to discuss the many ways writing is used in daily life. |  |
| □ 2.15 | Children are regularly provided multiple and varied opportunities to develop phonological awareness:   1. Children are encouraged to play with the sounds of language, including syllables, word families, and phonemes, using rhymes, poems, songs, and finger plays. 2. Children are helped to identify letters and the sounds they represent. 3. Children are helped to recognize and produce words that have the same beginning or ending sounds. 4. Children’s self-initiated efforts to write letters that represent the sounds of words are supported. |  |
| **Curriculum Content Area for Cognitive Development: Early Mathematics** | | |
| **□ 2.16**  **Required** | **Children are provided varied opportunities and materials to build an understanding of numbers, number names, and their relationship to object quantities and to symbols.** |  |
| **□** 2.17 | Children are provided varied opportunities and materials to categorize by one or two attributes, such as shape, size, and color. |  |
| □ 2.18 | Children are provided varied opportunities and materials to help them understand the concept of measurement by using   1. standard and 2. non-standard units of measurement. |  |
| □ 2.19 | Children are provided varied opportunities and materials to understand basic concepts of geometry by, for example, naming and recognizing two- and three- dimensional shapes and recognizing how figures are composed of different shapes. |  |
| □ 2.20 | Children are provided varied opportunities and materials that help them recognize and name repeating patterns. |  |
| **Curriculum Content Area for Cognitive Development: Science** | | |
| □ 2.21 | Children are provided varied opportunities and materials to learn key content and principles of science such as   1. the difference between living and non-living things (e.g., plants versus rocks) and life cycles of various organisms (e.g., plants, butterflies, humans). 2. earth and sky (e.g., seasons; weather; geologic features; light and shadow; sun, moon, and stars). 3. structure and property of matter (e.g., characteristics that include concepts like hard and soft, floating and sinking) and behavior of materials (e.g., transformation of liquids and solids by dissolving or melting). |  |
| □ 2.22 | Children are provided varied opportunities and materials to   1. collect data and to 2. represent and document their findings (e.g., through drawing or graphing). |  |
| □ 2.23 | Children are provided varied opportunities and materials that encourage them to think, question, and reason about observed and inferred phenomena. |  |
| **Curriculum Content Area for Cognitive Development: Technology** | | |
| □ 2.24 | All children have opportunities to access technology (e.g. tape recorders, microscopes, computers) that they can use   1. by themselves. 2. collaboratively with their peers. 3. with teaching staff or a parent. |  |
| □ 2.25 | Technology is used to   1. extend learning within the classroom. 2. integrate and enrich the curriculum. |  |
| **Curriculum Content Area for Cognitive Development: Creative Expression and the Arts** | | |
| □ 2.26 | Children are provided many and varied open-ended opportunities and materials to express themselves creatively through   1. music, 2. drama, 3. dance and 4. two- and three-dimensional art. |  |
| **Curriculum Content Area for Cognitive Development: Health and Safety** | | |
| □ 2.27 | Children are provided varied opportunities and materials that encourage good health practices such as serving and feeding themselves, rest, good nutrition, exercise,handwashing**,** and tooth brushing. |  |
| □ 2.28 | Children are provided varied opportunities and materials that help them learn about nutrition, including   1. identifying sources of food and 2. recognizing, 3. preparing, 4. eating, and 5. valuing healthy foods. |  |
| **Curriculum Content Area for Cognitive Development: Social Studies** | | |
| □ 2.29 | Children are offered opportunities to become part of the classroom community so that each child feels accepted and gains a sense of belonging. |  |
| □ 2.30 | Children are provided varied opportunities and materials to learn about the community in which they live. |  |

**Standard 3: Teaching**

| **IQPPS #** | **Criteria** | **Notes** |
| --- | --- | --- |
| **Designing Enriched Learning Environments** | | |
| □ 3.2 | Teachers work to prevent challenging or disruptive behaviors through   1. environmental design. 2. schedules that meet the needs and abilities of children. 3. effective transitions. 4. engaging activities. |  |
| **Using Time, Grouping, and Routines to Achieve Learning Goals** | | |
| □ 3.9 | Teachers create opportunities for children to engage in group projects and to learn from one another. |  |
| **Responding to Children’s Interests and Needs** | | |
| □ 3.10 | Teachers scaffold children’s learning by   1. modifying the schedule. 2. intentionally arranging the equipment, and 3. making themselves available to children. |  |
| □ 3.11 | Teachers use their knowledge of children’s   1. social relationships, 2. interests, 3. ideas, and 4. skills   to tailor learning opportunities for groups and individuals. |  |
| **Making Learning Meaningful for All Children** | | |
| □ 3.12 | Play is planned for each day. |  |
| □ 3.13 | Teaching staff help children understand spoken language (particularly when children are learning a new language) by using:   1. pictures, 2. familiar objects, 3. body language, and physical cues. |  |
| □ 3.14 | Teaching staff support the development and maintenance of children’s home language whenever possible. |  |
| **Using Instruction to Deepen Children’s Understanding and Build Their** **Skills and Knowledge** | | |
| □ 3.16 | Teachers help children identify and use prior knowledge. They provide experiences that extend and challenge children’s current understandings. |  |
| □ 3.17 | Teachers promote children’s engagement and learning by   1. responding to their need for and interest in practicing emerging skills, and 2. by enhancing and expanding activities that children choose to engage in repeatedly. |  |
| □ 3.18 | Teachers promote children’s engagement and learning by guiding them in acquiring specific skills and by explicitly teaching those skills. |  |

**Standard 4: Assessment of Child Progress**

| **IQPPS #** | **Criteria** | **Notes** |
| --- | --- | --- |
| **Identifying Children’s Interests and Needs and Describing Children’s** **Progress** | | |
| **□** 4.6 | Teachers or others who know the children and are able to observe their strengths, interests, and needs on an ongoing basis conduct assessments to inform classroom instruction and to make sound decisions about individual and group curriculum content, teaching approaches, and personal interactions. |  |

**Standard 5: Health**

| **IQPPS #** | **Criteria** | **Notes** |
| --- | --- | --- |
| **Ensuring Children’s Nutritional Well-being** | | |
| □ 5.17 | The program serves meals and snacks at regularly established times.  Meals and snacks are at least two hours apart but not more than three hours apart. |  |

**Standard 6: Teachers**

No criteria under this Standard.

**Standard 7: Families**

| **IQPPS #** | **Criteria** | **Notes** |
| --- | --- | --- |
| **Sharing Information Between Staff and Families** | | |
| □ 7.4 | Program staff communicate with families on atleast a **weekly basis** regarding children’s activities and developmental milestones, shared caregiving issues, and other information that affects the wellbeing and development of their children. Where in-personcommunication is not possible, program staff communicate through established alternative means. |  |

**Standard 8: Community Relationships**

| **IQPPS #** | **Criteria** | **Notes** |
| --- | --- | --- |
| **Accessing Community Resources** | | |
| □ 8.3 | Program staff use their knowledge of the community and the families it serves as an integral part of the curriculum and children’s learning experiences. |  |

**Standard 9: Physical Environment**

| **IQPPS #** | **Criteria** | **Notes** |
| --- | --- | --- |
| **Indoor and Outdoor Equipment, Materials and Furnishings** | | |
| **□ 9.1**  **Required** | **A variety of age and developmentally appropriate materials and equipment are available indoors and outdoors for children throughout the day. This equipment includes:**   1. **dramatic play equipment;** 2. **sensory materials such as sand, water, play dough, paint, and blocks;** 3. **materials that support curriculum goals and objectives in literacy, math, science, social studies, and other content areas; and,** 4. **gross motor equipment for activities such as pulling up; walking; climbing in, on, and over; moving through, around, and under; pushing; pulling; and riding.** |  |
| **Outdoor Environmental Design** | | |
| □ 9.5 | Outdoor play areas, designed with equipment that is age and developmentally appropriate and that is located in clearly defined spaces with semiprivate areas where children can play alone or with a friend, accommodate…   1. motor experiences such as running, climbing, balancing, riding, jumping, crawling, scooting, or swinging. 2. activities such as dramatic play, block building, manipulative play, or art activities. 3. exploration of the natural environment, including a variety of natural materials such as nonpoisonous plants, shrubs, and trees. 4. The program makes adaptations so children with disabilities can fully participate in the outdoor curriculum and activities. |  |

**Standard 10: Leadership and Management**

No criteria under this Standard.