

Iowa Quality Preschool Program Standards Required Criteria

District: _____

Date: _____

Verification Team: _____

Required criteria		Met	Not Met	Comments
1.3 CO PP	Teaching staff never use threats or derogatory remarks and neither with-hold nor threaten to withhold food as a form of discipline			
1.7 CP CO	Teaching staff counter potential bias and discrimination by... a. treating all children with equal respect and consideration. b. initiating activities and discussions that build positive self-identity and teach the valuing of differences. c. intervening when children tease or reject others. d. providing models and visual images of adult roles, differing abilities, and ethnic or cultural backgrounds that counter stereotypical limitations. e. avoiding stereotypes in language references.			
2.7 CP CO	Children have varied opportunities to develop a sense of competence and positive attitudes toward learning, such as persistence, engagement, curiosity, and mastery.			
2.13 CP CO	Children have varied opportunities to a. 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. b. be read to regularly in individualized ways including one-to-one or in small groups of two to six children. c. explore books on their own and have places that are conducive to the quiet enjoyment of books. d. have access to various types of books including storybooks, factual books, books with rhymes, alphabet books, and wordless books. e. be read the same book on repeated occasions. f. retell and reenact events in storybooks. g. engage in conversations that help them understand the content of the book. h. be assisted in linking books to other aspects of the curriculum.			

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	i. identify the parts of books and differentiate print from pictures.			
2.16 CP CO	Children are provided varied opportunities and materials to build understanding of numbers, number names, and their relationship to object quantities and to symbols.			
3.3 CO	Teaching staff are active in identifying and countering any teaching practices, curriculum approaches, or materials that are degrading with respect to gender, sexual orientation, age, language, ability, race, religion, family structure, background, or culture.			
3.7 CO PP	Teaching staff supervise children primarily by sight. Supervision for short intervals by sound is permissible, as long as teachers check frequently on children who are out of sight (e.g. those who can use the toilet independently, who are in the library area, or who are napping.)			
4.9 PP	Families have ongoing opportunities to share the results of observations from home to contribute to the assessment process.			
5.2 PP SF	At least one staff member who has a certificate showing satisfactory completion of pediatric first-aid training and satisfactory completion of pediatric CPR is always present with each class of children.			
6.2 SF	Teachers hold an Iowa teaching license issued by the Iowa Board of Educational Examiners (BOEE) and must hold an early childhood endorsement that reflects their current teaching assignment.			
6.3 SF	<p>Assistant Teachers-teacher aides (staff who implement program activities under direct supervision) have a high school diploma or GED and:</p> <ul style="list-style-type: none"> a. 50% of assistant teachers-teacher aides have at least a Child Development Associate Credential (CDA) or equivalent. b. 100% of assistant teachers-teacher aides who do not have at least a CDA are enrolled in a program leading to a CDA or equivalent, are actively participating in the program, and are demonstrating progress toward the CDA or equivalent. <p>College-level course work is from regionally accredited institutions of higher education may include distance learning or online coursework.</p>			

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	If there is only one assistant teacher-teacher aide, then either of the requirements can be met.			
9.1 CP FT	A variety of age and developmentally appropriate materials and equipment are available indoors and outdoors for children throughout the day. This equipment includes: <ul style="list-style-type: none"> a. dramatic play equipment; b. sensory materials such as sand, water, play dough, paint, and blocks; c. materials that support curriculum goals and objectives in literacy, math, science, social studies, and other content areas; and, d. gross motor equipment for activities such as pulling up; walking; climbing in, on, and over; moving through, around, and under; pushing; pulling; and riding. 			
9.6 FT	Program staff provide for an outdoor play area that is protected by fences or by natural barriers to prevent access to streets and to avoid other dangers, such as pits, water hazards, or wells.			
9.8 FT	The outdoor play area protects children from... <ul style="list-style-type: none"> a. injury from falls (resilient surfacing should extend six feet beyond the limits of stationary equipment). b. [protects children from] catch points, sharp points, and protruding hardware. c. [protects children from] entrapment (openings should measure less than 3.5 inches or more than 9 inches). d. [protects children from] tripping hazards. e. [protects children from] excessive wind and direct sunlight. 			
9.9 PP	There is a minimum of 35 square feet of usable space per child in each of the primary indoor activity areas.			
9.10 PP FT	Facilities meet Americans with Disabilities Act (ADA) accessibility requirements. Accessibility includes access to buildings, toilets, sinks, drinking fountains, outdoor play space, and all classroom and therapy areas.			

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9.11 FT PP	Program staff protect children and adults from hazards, including electrical shock, burns or scalding, slipping, tripping, or falling. Floor coverings are secured to keep staff and children from tripping or slipping. The program excludes baby walkers.			
9.12 FT PP	Fully equipped first-aid kits are readily available and maintained for each group of children. Staff take at least one kit to the outdoor play areas as well as on field trips and outings away from the site.			
9.15 FT PP	The facility and outdoor play areas are entirely smoke free. No smoking is permitted in the presence of children.			
10.2 SF	<p>The program administrator has the educational qualifications and personal commitment required to serve as the program’s operational and pedagogical leader. This criterion can be met in one of three ways:</p> <p>a. The administrator...</p> <ul style="list-style-type: none"> • has at least a baccalaureate degree. [AND] • has at least 9 credit-bearing hours of specialized college-level course work in administration, leadership, and management. (which can be can be in school administration, business management, communication, technology, early childhood management or administration, or some combination of these areas.) [AND] <p>has at least 24 credit-bearing hours of specialized college-level course work in early childhood education, child development, elementary education, or early childhood special education that encompasses child development and children’s learning from birth through kindergarten; family and community relationships; the practices of observing, documenting, and assessing young children; teaching and learning processes; and professional practices and development.</p>			

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<p>OR</p> <p>b. The administrator documents that a plan is in place to meet the above qualifications within five years.</p> <p>OR</p> <p>c. The administrator can provide documentation of having achieved a combination of relevant formal education and experience as specified in the table titled, “Alternative Pathways to Achieve Educational Qualifications as a Program Administrator.”</p>			
<p>10.4 CO PP</p> <p>Written procedures address the maintenance of developmentally appropriate teaching staff-child ratios within group size to facilitate adult-child interaction and constructive activity among children. Teaching staff-child ratios within group size are maintained during all hours of operation, including:</p> <ul style="list-style-type: none"> a. indoor time, b. outdoor time, and c. during transportation and field trips (when transporting children, the teaching staff-child ratio is used to guide the adult-child ratio). <p>Groups of children may be limited to one age or may include multiple ages. (A group or classroom consists of the children assigned to a teacher or a team of teaching staff for most of the day and who occupy an individual classroom or well-defined space that prevents intermingling of children from different groups within a larger room or area.)</p>			