

This spreadsheet lists all criteria and sources of evidence for each criterion. When a criterion is required it is indicated in bold under each source of evidence. All checklists (Classroom Portfolio, Classroom Observation, Facilities Tour, Program Portfolio, Child Files, Staff Files, and Family Interview questions) may be located on the Early Childhood Standards webpage.

IQPPS (2017) Criteria	Topic	Classroom Portfolio	Classroom Observation	Facilities Tour	Program Portfolio	Child Files	Staff Files
STANDARD 1: RELATIONSHIPS							
1.1	Teachers work in partnership with families, establishing and maintaining regular, on-going, two-way communication.	X					
1.2	Teaching staff evaluate and change their responses based on individual needs. Teaching staff vary their interactions to be sensitive and responsive to...		X				
1.3	Teaching staff never use threats or derogatory remarks and neither withhold nor threaten to withhold food as a form of discipline.		X Required		X Required		
1.4	Teaching staff talk frequently with children and listen to children with attention and respect. They...		X				
1.5	Teaching staff support children as they practice social skills and build friendships by helping them...	X	X				
1.6	Teaching staff assist children in resolving conflicts by helping them...	X	X				
1.7	Teaching staff counter potential bias and discrimination by...	X Required	X Required				
1.8	Rather than focus solely on reducing the challenging behavior, teachers focus on...	X	X				
1.9	Teaching staff help children manage their behavior by guiding and supporting children to...		X				
STANDARD 2: CURRICULUM							
2.1	The curriculum guides teachers' development and intentional implementation of learning opportunities consistent with the program's goals and objectives.				X		
2.2	The curriculum can be implemented in a manner that reflects responsiveness to...				X		
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...	X	X				

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...Materials and equipment...	X	X				
2.5	The curriculum guides teachers to incorporate content, concepts, and activities that foster...	X					
2.6	The schedule...	X	X				
2.7	Children have varied opportunities to develop a sense of competence and positive attitudes toward learning, such as persistence, engagement, curiosity, and mastery.	X Required	X Required				
2.8	Children are provided varied opportunities and materials that support fine-motor development.	X	X				
2.9	Children have varied opportunities and are provided equipment to engage in large motor experiences that...	X	X	X			
2.10	Children have varied opportunities to develop competence in verbal and nonverbal communication by...		X				
2.11	Children have varied opportunities to develop vocabulary through...	X	X				
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...	X	X				
2.13	Children have varied opportunities to...	X Required	X Required				
2.14	Children have multiple and varied opportunities to write...Children are given the support they need to write on their own, including access to...	X	X				
2.15	Children are regularly provided multiple and varied opportunities to develop phonological awareness...	X	X				
2.16	Children are provided varied opportunities and materials to build an understanding of numbers, number names, and their relationship to object quantities and to symbols.	X Required	X Required				
2.17	Children are provided varied opportunities and materials to categorize by one or two attributes, such as shape, size, and color.	X	X				
2.18	Children are provided varied opportunities and materials to help them understand the concept of measurement by using...	X	X				

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.	X	X				
2.20	Children are provided varied opportunities and materials that help them recognize and name repeating patterns.	X	X				
2.21	Children are provided varied opportunities and materials to learn key content and principles of science such as...	X	X				
2.22	Children are provided varied opportunities and materials to...	X	X				
2.23	Children are provided varied opportunities and materials that encourage them to think, question, and reason about observed and inferred phenomena.	X	X				
2.24	All children have opportunities to access technology (e.g. tape recorders, microscopes, computers) that they can use...	X	X				
2.25	Technology is used to...	X	X				
2.26	Children are provided many and varied open-ended opportunities and materials to express themselves creatively through...	X	X				
2.27	Children are provided varied opportunities and materials that encourage good health practices such as serving and feeding themselves, rest, good nutrition, exercise, hand washing, and tooth brushing.	X	X				
2.28	Children are provided varied opportunities and materials that help them learn about nutrition, including...	X	X				
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.	X	X				
2.30	Children are provided varied opportunities and materials to learn about the community in which they live.	X	X				

STANDARD 3: TEACHING							
3.1	Teachers organize space and select materials in all content and developmental areas to stimulate...		X				
3.2	Teachers work to prevent challenging or disruptive behaviors through...	X	X				
3.3	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.		X Required				
3.4	Teachers help individual children learn socially appropriate behavior by providing guidance that is consistent with the child's level of development.		X				

3.5	Teachers...		X				
3.6	Teachers address challenging behavior by...		X		X	X	
3.7	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).		X Required		X Required		
3.8	Teaching staff coach and support children as they learn to participate in daily cleanup and maintenance of the classroom.		X				
3.9	Teachers create opportunities for children to engage in group projects and to learn from one another.	X	X				
3.10	Teachers scaffold children's learning by...	X	X				
3.11	Teachers use their knowledge of children's...	X	X				
3.12	Play is planned for each day.	X	X				
3.13	Teaching staff help children understand spoken language (particularly when children are learning a new language) by using...	X	X				
3.14	Teaching staff support the development and maintenance of children's home language whenever possible.	X					
3.15	Teachers use their knowledge of content to pose problems and ask questions that stimulate children's thinking. Teachers help children express their ideas and build on the meaning of their experiences.		X				
3.16	Teachers help children identify and use prior knowledge. They provide experiences that extend and challenge children's current understandings.	X	X				
3.17	Teachers promote children's engagement and learning by...	X					
3.18	Teachers promote children's engagement and learning by guiding them in acquiring specific skills and by explicitly teaching those skills.	X	X				

STANDARD 4: ASSESSMENT OF CHILD PROGRESS							
4.1	The program has a written plan for assessment that describes the assessment purposes, procedures, and uses of the results. The plan also includes...				X		
4.2	The program's written assessment plan includes the multiple purposes and uses of assessment, including...				X		
4.3	Programs use a variety of assessment methods that are sensitive to and informed by family culture, experiences, children's abilities and disabilities, and home language; are meaningful and accurate; and are used in settings familiar to the children.				X		

4.4	Norm-referenced and standardized tests are used primarily when seeking information on eligibility for special services or when collecting information for overall program effectiveness. When formal assessments are used, they are combined with informal methods such as observation, checklists, rating scales, and work sampling.				X	X	
4.5	Teachers assess the developmental progress of each child across developmental areas, using a variety of instruments and multiple data sources that address the program’s curriculum areas. Staff with diverse expertise and skills collect information across the full range of children’s experiences.					X	
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.	X				X	
4.7	Teaching teams meet at least weekly to interpret and use assessment results to align curriculum and teaching practices to the interests and needs of the children.				X		
4.8	Teachers and other professionals associated with the program use assessment methods and information to design goals for individual children as well as to guide curriculum planning and monitor progress.				X	X	
4.9	Families have ongoing opportunities to share the results of observations from home to contribute to the assessment process.				X Required		

STANDARD 5: HEALTH

5.1	The program maintains current health records for each child...Child health records include...					X	
5.2	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.				X Required		X Required
5.3	Staff and teachers provide information to families verbally and in writing about any unusual level or type of communicable disease to which their child was exposed, signs and symptoms of the disease, mode of transmission, period of communicability, and control measures that are being implemented at the program and that the families should implement at home.				X		
5.4	To protect against cold, heat, sun injury, and insect-borne disease, the program ensures that...				X	X	

5.5	For children who are unable to use the toilet consistently, the program makes sure that...Staff check children for signs that diapers or pull-ups are wet or contain feces...In the changing area, staff...		X	X	X		
5.6	The program follows these practices regarding hand washing...Children and adults wash their hands...Adults also wash their hands...Proper hand-washing procedures are followed by adults and children and include...Except when handling blood or body fluids that might contain blood (when wearing gloves is required), wearing gloves is an optional supplement, but not a substitute for, hand washing in any required hand-washing situation listed above.		X		X		
5.7	Precautions are taken to ensure that communal water play does not spread infectious disease. No child drinks the water. Children with sores on their hands are not permitted to participate in communal water play. Fresh potable water is used, and the water is changed before a new group of children comes to participate in the water play activity. When the activity period is completed with a group of children, the water is drained. Alternatively, fresh potable water flows freely through the water play table and out through a drain in the table.		X		X		
5.8	Safeguards are used with all medications for children...				X	X	
5.9	If the program provides food for meals and snacks (whether catered or prepared on-site), the food is prepared, served, and stored in accordance with the U.S. Department of Agriculture (USDA) Child and Adult Care Food Program (CACFP) guidelines.				X		
5.10	Staff take steps to ensure the safety of food brought from home...		X		X		
5.11	The program takes steps to ensure food safety in its provision of meals and snacks. ...				X		
5.12	For all children with disabilities who have special feeding needs, program staff keep a daily record documenting the type and quantity of food a child consumes and provide families with that information.			X		X	
5.13	For each child with special health care needs or food allergies or special nutrition needs, the child's health provider gives the program an individualized care plan that is prepared in consultation with family members and specialists involved in the child's care. ...			X		X	
5.14	Clean sanitary drinking water is made available to children throughout the day.		X	X			

5.15	Staff do not offer children younger than four years these foods: hotdogs, whole or sliced into rounds; whole grapes; nuts; popcorn; raw peas and hard pretzels; spoonfuls of peanut butter; or chunks of raw carrots or meat larger than can be swallowed whole. ...		X		X		
5.16	The program prepares written menus, posts them where families can see them, and has copies available for families. Menus are kept on file for review by a program consultant.			X			
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.	X					
5.18	The routine frequency of cleaning and sanitizing all surfaces in the facility is as indicated in the Cleaning and Sanitation Frequency Table. Ventilation and sanitation, rather than sprays, air freshening chemicals, or deodorizers, control odors in inhabited areas of the facility and in custodial closets.			X	X		
5.19	Procedures for standard precautions are used and include the following...		X		X		

STANDARD 6: TEACHERS							
6.1	Before working alone with children, new teaching staff are given an initial orientation that introduces them to fundamental aspects of program operation including...				X		
6.2	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.						X Required
6.3	Assistant Teachers-teacher aides (staff who implement program activities under direct supervision) have a high school diploma or GED and...						X Required
6.4	All teaching staff have specialized coursework or professional development training in the program's curriculum as well as in communication and collaboration skills that prepare them to participate as a member of a team.				X		X
6.5	All teachers and assistant teachers-teacher aides have specialized professional development training in how to accurately use the program's assessment procedures for assessment of child progress and program quality. Their training is used to adapt classroom practices and curriculum activities.				X		X

6.6	All teaching staff evaluate and improve their own performance based on ongoing reflection and feedback from supervisors, peers, and families. They add to their knowledge and increase their ability to put knowledge into practice. They develop an annual individualized professional development plan with their supervisor and use it to inform their continuous professional development.						X
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STANDARD 7: FAMILIES

7.1	Program staff use a variety of formal and informal strategies (including conversations) to become acquainted with and learn from families about their family structure; their preferred child-rearing practices; and information families wish to share about their socioeconomic, linguistic, racial, religious, and cultural backgrounds.				X	X	
7.2	Program staff ensure that all families regardless of family structure, socioeconomic, racial, religious, and cultural backgrounds; gender; abilities; or preferred language are included in all aspects of the program, including volunteer opportunities. These opportunities consider family’s interests and skills and the needs of program staff.				X		
7.3	Program staff inform families about the program’s systems for formally and informally assessing children’s progress. This information includes the purposes of the assessment, the procedures used for assessment, procedures for gathering family input and information, the timing of assessments, the way assessment results or information will be shared with families, and the ways the program will use the information.				X		
7.4	Program staff communicate with families on at least 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-person communication is not possible, program staff communicate through established alternative means.	X					
7.5	Program staff encourage families to raise concerns and work collaboratively with them to find mutually satisfying solutions that staff then incorporate into classroom practice.				X		
7.6	Program staff provide families with information about programs and services from other organizations. Staff support and encourage families’ efforts to negotiate health, mental health, assessment, and educational services for their children.				X		

7.7	Program staff use established linkages with other early education programs and local elementary schools to help families prepare for and manage their children’s transitions between programs, including special education programs. Staff provide information to families that can assist them in communicating with other programs.				X		
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STANDARD 8: COMMUNITY RELATIONSHIPS

8.1	Program staff maintain a current list of child and family support services available in the community based on the pattern of needs they observe among families and on a families and based on what families request (e.g., health, mental health, oral health, nutrition, child welfare, parenting programs, early intervention/special education screening and assessment services, and basic needs such as housing and child care subsidies). They share the list with families and assist them in locating, contacting, and using community resources that support children’s and families’ well-being and development.			X	X		
8.2	Program staff develop partnerships and professional relationships with agencies, consultants, and organizations in the community that further the program’s capacity to meet the needs and interests of the children and families that they serve.				X		
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.	X					
8.4	The program encourages staff to participate in joint and collaborative training activities or events with neighboring early childhood programs and other community service agencies.				X		

STANDARD 9: PHYSICAL ENVIRONMENT

9.1	A variety of age and developmentally appropriate materials and equipment are available indoors and outdoors for children throughout the day. This equipment includes...	X Required		X Required			
9.2	The indoor environment is designed so that staff can supervise children by sight and sound at all times without relying on artificial monitoring devices. In semiprivate areas, it is always possible for both children and adults to be observed by an adult from outside the area.		X				
9.3	Materials and equipment are available...		X				
9.4	Indoor space is designed and arranged to...		X	X			

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...	X		X			
9.6	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.			X Required			
9.7	The outdoor play area is arranged so that staff can supervise children by sight and sound.			X			
9.8	The outdoor play area protects children from...			X Required			
9.9	There is a minimum of 35 square feet of usable space per child in each of the primary indoor activity areas.				X Required		
9.10	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.			X Required	X Required		
9.11	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.			X Required	X Required		
9.12	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.			X Required	X Required		
9.13	Fully working fire extinguishers and fire alarms are installed in each classroom and are tagged and serviced annually. Fully working carbon monoxide detectors are installed in each classroom and are tagged and serviced annually.			X	X		
9.14	Any body of water, including swimming pools, built-in wading pools, ponds, and irrigation ditches, is enclosed by a fence at least four feet in height, with any gates childproofed to prevent entry by unattended children. To prevent drowning accidents, staff supervise all children by sight and sound in all areas with access to water in tubs, pails, and water tables.			X			
9.15	The facility and outdoor play areas are entirely smoke free. No smoking is permitted in the presence of children.			X Required	X Required		

STANDARD 10 LEADERSHIP AND MANAGEMENT

10.1	The program has a well-articulated mission and philosophy of program excellence that guide its operation. The goals and objectives relate to the mission, philosophy, and all program operations and include child and family desired outcomes.				X		
10.2	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...						X Required
10.3	Designated program administratorThe program, regardless of its size or funding auspices, has a designated program administrator with the educational qualifications detailed in Criterion 10.2....				X		X
10.4	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...		X Required		X Required		
10.5	The program has written policies to promote wellness and safeguard the health and safety of children and adults. Procedures are in place that address...				X		
10.6	The program has a written policy for reporting child abuse and neglect as well as procedures in place that comply with applicable federal, state, and local laws. The policy includes requirements for staff to report all suspected incidents of child abuse, neglect, or both by families, staff, volunteers, or others to the appropriate local agencies. Staff who report suspicions of child abuse or neglect where they work are immune from discharge, retaliation, or other disciplinary action for that reason alone unless it is proven that the report is malicious.				X		
10.7	The program has written procedures to be followed if a staff member is accused of abuse or neglect of a child in the program that protect the rights of the accused staff person as well as protect the children in the program.				X		
10.8	The program has written procedures that outline the health and safety information to be collected from families and to be maintained on file for each child in one central location within the facility. The files are kept current by updating as needed, but at least quarterly. The content of the file is confidential, but is immediately available to...			X	X		

10.9	Written procedures address all aspects of the arrival, departure, and transportation of children. The procedures...				X		
10.10	The program has written and posted disaster preparedness and emergency evacuation policies and procedures. The procedures...			X	X		
10.11	The program has written personnel policies that define the ... The policies outline....Policies detail...				X		
10.12	Hiring procedures ensure that all employees in the program (including bus drivers, bus monitors, custodians, cooks, clerical, and other support staff) who come in contact with children in the program or who have responsibility for children...						X
10.13	Staff are provided space and time away from children during the day. When staff work directly with children for more than four hours, staff are provided breaks of at least 15 minutes in each four-hour period. In addition, staff may request temporary relief when they are unable to perform their duties.				X		
10.14	All staff are evaluated at least annually by an appropriate supervisor or, in the case of the program administrator, by the governing body.						X
10.15	The program offers staff and families opportunities to assist in making decisions to improve the program. Collaborative and shared decision making is used with all participants to build trust and enthusiasm for making program changes. Staff and families meet at least annually to consult on program planning and ongoing program operations.				X		

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