MARYLAND EXCELS

Public Prekindergarten Standards

May 2015

School Approval (APV)			
APV		**CHECK LEVELS**	
		4	**5**
APV 1 Facility		**APV 1.4** School facility is approved according to Educational Specifications per COMAR 23.03.02.14C to operate as a public school facility.	**APV 1.5** School facility is approved according to Educational Specifications per COMAR 23.03.02.14C to operate as a public school facility.
	Documentation	Verified by MSDE records	Verified by MSDE records
APV 2 Learning Program		**APV 2.4** The prekindergarten program is provided by qualified, designated staff meeting COMAR 13A.06.02 requirements for class size and adult-to-child ratios.	**APV 2.5** The prekindergarten program is provided by qualified, designated staff meeting COMAR 13A.06.02 requirements for class size and adult-to-child ratios.
	Documentation	Statement of each classroom's/session's current enrollment and number of qualified adults assigned	Statement of each classroom's/session's current enrollment and number of qualified adults assigned

SCHOOL APPROVAL

Teacher Qualifications / Professional Development (TQF)			
TQF		**CHECK LEVELS**	
		4	**5**
TQF 1 Teacher Certification		**TQF 1.4** All Prekindergarten teachers hold a current teaching certificate from the State of Maryland with an endorsement for Early Childhood PreK to Grade 3.	**TQF 1.5** All Prekindergarten teachers hold a current teaching certificate from the State of Maryland with an endorsement for Early Childhood PreK to Grade 3. At least 50% of PreK teachers hold an Advanced Professional Certificate.
	Documentation	State of Maryland teaching certificates	State of Maryland teaching certificates

TEACHER QUAL/P D

Documentation = Red text indicates documentation required to verify that the standard has been met.

MARYLAND EXCELS

Public Prekindergarten Standards

Accreditation/Validation and Rating Scale (AVR)		
AVR	**CHECK LEVELS**	
	4	**5**
ACCREDITATION VALIDATION — **AVR 1** Validation	**AVR 1.4** Accreditation self-study completed and validation visit requested from an organization recognized by MSDE.	**AVR 1.5** Accreditation/validation awarded by an organization recognized by MSDE and school remains in good standing with accrediting body.
Documentation	Documentation from accrediting organization that visit has been requested	Letter or certificate of accreditation/validation award, documentation from accrediting organization that annual report has been received, if required by accrediting organization
RATING SCALE — **AVR 2** Rating Scale	**AVR 2.4** CLASS assessment conducted by MSDE approved assessor for a random sample of at least 50% of the PreK classrooms.	**AVR 2.5** CLASS assessment conducted by MSDE approved assessor for a random sample of at least 50% of the PreK classrooms according to the schedule established by MSDE.
Documentation	CLASS summary report completed by MSDE-approved assessor	CLASS summary report completed by MSDE-approved assessor
AVR 3 Program Improvement	**AVR 3.4** Process for continuous quality improvement developed and implemented, informed by CLASS assessments, and program priorities, including school readiness goals and objectives.	**AVR 3.5** Process for continuous quality improvement developed and implemented, informed by CLASS assessments, accreditation/validation standards, and program priorities, including school readiness goals and objectives.
Documentation	Program Improvement Plan addressing any CLASS domain score below 4.5 and school readiness goals and objectives, with a statement that includes the process of program improvement	Program Improvement Plan addressing any CLASS domain score below 5.0, any accreditation/validation standard not met; and school readiness goals and objectives, with a statement that includes the process of program improvement

CLASS™ = Classroom Assessment Scoring System

Public Prekindergarten Standards

May 2015

Developmentally Appropriate Learning and Practice / Child Assessment (DAP)			
DAP		**CHECK LEVELS**	
		4	**5**
TEACHING STRATEGIES DAP 1 Environment		**DAP 1.4** Children are provided with opportunities to interact with their peers in a developmentally appropriate environment, welcoming of children of all abilities, that offers a balance of child-initiated and teacher-directed activities, reflecting the interests of the children, their primary language, and cultural background.	**DAP 1.5** Children are provided with opportunities to interact with their peers in a developmentally appropriate environment, welcoming of children of all abilities, that offers a balance of child-initiated and teacher-directed activities, reflecting the interests of the children, their primary language, and cultural background.
	Documentation	Daily Schedule and statement of the methodology for planning the learning environment	Daily Schedule and statement of the methodology for planning the learning environment
	DAP 2 Planning and Implementation	**DAP 2.4** Lesson plans include developmentally appropriate content-area based activities reflective of children's interests and skills; address developmental needs of each and every child; are informed by observations and information gained from families about their children; and include information from an IFSP/IEP.	**DAP 2.5** Lesson plans include developmentally appropriate content-area based activities reflective of children's interests and skills; address developmental needs of each and every child; are informed by ongoing assessments, observations and information gained from families about their children; and include information from an IFSP/IEP.
	Documentation	Lesson Plan for each PreK classroom and a statement of the methodology for planning learning activities	Lesson Plan for each PreK classroom and a statement of how instruction is routinely modified based upon current student assessment.
	DAP 3 Positive Guidance	**DAP 3.4** Staff uses positive behavioral supports and strategies with children that include: providing choices, using redirection, reflection, and problem solving; and clear rules and expectations developed with input from the children.	**DAP 3.5** Staff uses positive behavioral supports and strategies with children that include: providing choices, using redirection, reflection, and problem solving; and clear rules and expectations developed with input from the children.
	Documentation	Policy for positive behavioral practices	Policy for positive behavioral practices
CURRICULUM PLANNING DAP 4 Curriculum		**DAP 4.4** A curriculum is implemented and aligned with the Maryland Early Learning Standards as identified by the Local Education Agency.	**DAP 4.5** A curriculum is implemented and aligned with the Maryland Early Learning Standards as identified by the Local Education Agency.
	Documentation	Statement of use of LEA curriculum	Statement of use of LEA curriculum
	DAP 5 Instructional Materials	**DAP 5.4** The school uses materials that are: developmentally appropriate, accessible, promote multiple modes of exploration and learning, reflect children's interests, culture and language; and support children of all abilities.	**DAP 5.5** The school has a procedure for reviewing and updating instructional materials. All materials, resources, and use of technology are developmentally appropriate, support instructional outcomes, and are designed to engage students in meaningful learning. There is evidence of student participation in selecting and adapting materials.
	Documentation	Statement of selection and use of instructional materials	Statement of selection and use of instructional materials
	DAP 6 Differentiated Instruction	**DAP 6.4** There is evidence of differentiated instruction, including children with disabilities, special health care needs and/or English learners. There is evidence of use of an IFSP/IEP for individualized planning for students with disabilities (if applicable).	**DAP 6.5** There is evidence of differentiated instruction, including children with disabilities, special health care needs and/or English learners. There is evidence of use of an IFSP/IEP for individualized planning for students with disabilities (if applicable).There is evidence of teacher collaboration with other staff to meet the individual needs of children.
	Documentation	Lesson plan used or created within the past 6 months that reflects differentiated instruction	Lesson plan used or created within the past 6 months that reflects differentiated instruction and a statement of teacher collaboration

Public Prekindergarten Standards

May 2015

Developmentally Appropriate Learning and Practice / Child Assessment (DAP)		
DAP	**CHECK LEVELS**	
	4	**5**
DAP 7 Developmental Screening	**DAP 7.4** Students are observed for developmental delays and referred to a school-based interdisciplinary team for review, if warranted. Teachers provide in-classroom interventions as appropriate; and families are engaged throughout the process.	**DAP 7.5**. Students are observed for developmental delays and referred to a school-based interdisciplinary team for review, if warranted. Teachers provide in-classroom interventions as appropriate; and families are engaged throughout the process. The school uses a monitoring and tracking system to determine the outcomes of the interventions.
Documentation	Statement of school's process for identifying developmental delays, referral for services and family engagement	Statement of school's process for identifying developmental delays, referral for services, family engagement and a description of the monitoring and tracking system.
DAP 8 Child Assessment	**DAP 8.4** School has a procedure for child assessment using tools designed for use with the curriculum, including formal and informal assessment measures, such as developmental checklists, Early Learning Assessment, portfolio development, and observation/anecdotal records.	**DAP 8.5** School has a procedure for child assessment using tools designed for use with the curriculum, including formal and informal assessment measures, such as developmental checklists, Early Learning Assessment, portfolio development, and observation/anecdotal records.
Documentation	Statement of child assessment procedures	Statement of child assessment procedures
DAP 9 Sharing Results	**DAP 9.4** School has a written procedure that describes their practices for sharing assessment results with families.	**DAP 9.5** School has a written procedure that describes their practices for sharing assessment results with families.
Documentation	Statement of how child assessment results are shared with families	Statement of how child assessment results are shared with families

(ASSESSMENT — leftmost row label spanning all DAP 7–9 rows)

Domains = Language and Literacy, Mathematics, Social Studies, Science, Health, Physical Education, Fine Arts, Social Foundations

Public Prekindergarten Standards

May 2015

ADM		Administrative Policies and Practices (ADM)	
		CHECK LEVELS	
		4	**5**
FAMILIES	**ADM 1** School Information	**ADM 1.4** Families receive information about the school's philosophy or mission, eligibility requirements, and enrollment procedures, and other information such as: home/school communication, health, safety, physical fitness, nutrition, emergency plans, teaching and learning, inclusion of children with disabilities or special health care needs and behavior management.	**ADM 1.5** Families receive ongoing, updated information throughout the year, about the school's philosophy or mission, eligibility requirements and enrollment procedures, and other information such as: home/school communication, health, safety, physical fitness, nutrition, emergency plans, teaching and learning, inclusion of children with disabilities or special health care needs and behavior management.
	Documentation	School Handbook for parents, website link and/or other materials	School Handbook for parents, website link and/or other materials and a statement of how materials are reviewed and updated
	ADM 2 Nutritional Information	**ADM 2.4** If the school provides snacks and/or meals to students, nutritional information is provided to families including how fat, sugar and salt are limited.	**ADM 2.5** If the school provides snacks and/or meals to students, nutritional information is provided to families including how fat, sugar and salt are limited.
	Documentation	Nutritional information provided to families that includes how fat, sugar and salt are limited in food served by the school	Nutritional information provided to families that includes how fat, sugar and salt are limited in food served by the school
	ADM 3 Nutritious Meals	**ADM 3.4** If the school provides snacks and/or meals, fresh fruits and/or vegetables are provided at least three times a week; and fat, sugar and salt are limited in food served by the school.	**ADM 3.5** If the school provides snacks and/or meals, fresh fruits and/or vegetables are provided at least four times a week; and fat, sugar and salt are limited in food served by the school. Students have opportunities for food choices.
	Documentation	Sample menu	Sample menu
	ADM 4 Family Engagement	**ADM 4.4** Families are provided with at least four different ways to be engaged in the PreK program.	**ADM 4.5** Families are provided with at least five different ways to be engaged in the PreK program. Students provide input for projects that could be enhanced by family participation.
	Documentation	Examples of family engagement opportunities	Examples of family engagement opportunities and a statement of how students provide input
	ADM 5 Parent-Teacher Conferences	**ADM 5.4** Parent-teacher conferences are conducted at least twice a year.	**ADM 5.5** Parent-teacher conferences are conducted at least twice a year and the teacher shares a work sample selected by the child.
	Documentation	Statement of school's policy for scheduling parent-teacher conferences	Statement of school's policy for scheduling parent-teacher conferences including how the child is involved.
STAFF	**ADM 6** Staff Meetings	**ADM 6.4** Staff meetings (PreK team or faculty) are held at least monthly.	**ADM 6.5** Staff meetings (PreK team or faculty) are held at least monthly. Teachers take a leadership role in promoting a culture of professional learning.
	Documentation	Staff meeting schedule and at least one agenda	Staff meeting schedule and at least one agenda documenting teacher(s) in a leadership role
	ADM 7 Instructional Support	**ADM 7.4** Classroom teachers receive professional development to support instructional practices.	**ADM 7.5** All teaching staff, including classroom assistants, receive professional development to support instructional practices, and are provided opportunities for collaboration.
	Documentation	Calendar of professional development or professional development plan	Calendar of professional development or professional development plan and a statement of how staff are provided opportunities for collaboration
	ADM 8 Performance Expectations	**ADM 8.4** The LEA provides a copy of the teacher performance expectations to all staff members.	**ADM 8.5** The LEA provides a copy of the teacher performance expectations to all staff members. Teachers are provided with opportunities to request feedback on teaching from both supervisors and colleagues.
	Documentation	Teacher evaluation form	Teacher evaluation form or a statement of how teachers are provided opportunities to request feedback on teaching.

Public Prekindergarten Standards

May 2015

Administrative Policies and Practices (ADM)		
ADM	**CHECK LEVELS**	
	4	**5**
ADM 9 Performance Evaluations	**ADM 9.4** Performance evaluations are conducted according to established policy.	**ADM 9.5** Performance evaluations and observations are conducted according to established policy and additional feedback is provided throughout the year.
Documentation	LEA's evaluation policy to include the evaluation cycle	LEA's evaluation and observation policy to include the evaluation cycle, and a statement of how the school provides additional feedback
ADM 10 Community Resource Information	**ADM 10.4** Information about community resources including referral resources for children with disabilities and special health care needs is kept current and available to families and staff.	**ADM 10.5** Information about community resources including referral resources for children with disabilities and special health care needs is kept current and available to families and staff. The school assists the family in accessing community resources.
Documentation	Statement of how school identifies and updates community resources	Statement of how school identifies and updates community resources and assists the family in accessing community resources
ADM 11 Use of Community Resources	**ADM. 11.4** The school identifies and works with three or more community partners including local public library services and child care programs.	**ADM 11.5** The school identifies and works with five or more community partners including local public library services and child care programs.
Documentation	Statement of how school identifies and works with community partners	Statement of how school identifies and works with community partners
ADM 12 Transition	**ADM 12.4** The school implements transition plans developed for children, including individualized plans for children with disabilities and special health care needs, which include policies for sharing information on child assessment and developmental progress.	**ADM 12.5** The school implements transition plans developed for children, including individualized plans for children with disabilities and special health care needs, which include policies for sharing information on child assessment and developmental progress
Documentation	Statement of transition plans: home to school, child care to school, school to school, and within school	Statement of transition plans: home to school, child care to school, school to school, and within school

COMMUNITY