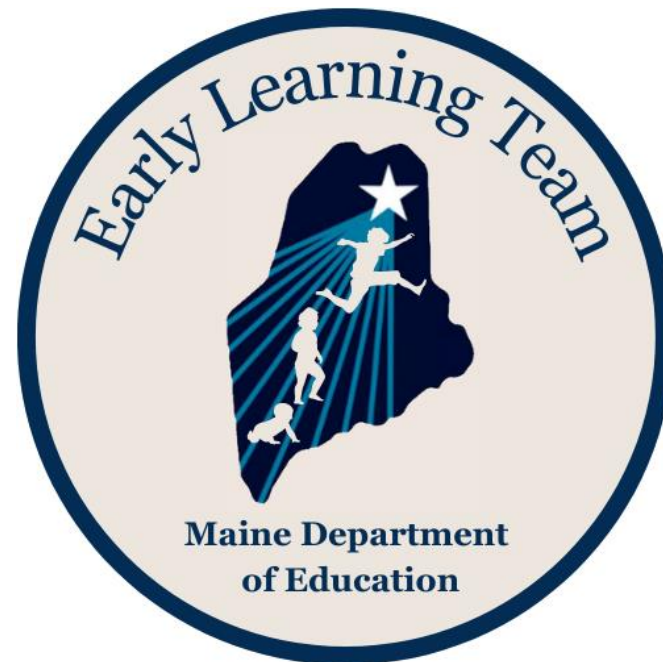


Public Pre-K

Self-Assessment and Continuous Quality Improvement Tool



A Resource for School Administrative Units

Developed by the

Early Learning Team

Maine Department of Education

2023

Maine Department of Education

Public Pre-K Self-Assessment and Continuous Quality Improvement Tool

Developed by the Early Learning Team at the Maine DOE

The Self-Evaluation tool was created to assist public Pre-K program teachers and administrators with assessing their Pre-K programs and making program adjustments to meet the needs of all Pre-K students.

What it is

- A way to internally reflect and assess current practices
- A method to identify areas of strength and opportunities for growth
 - A tool to inform continuous improvement

What it is not

- An evaluation to score, grade or label a program
- A tool used to publicly compare or judge Pre-K programs
 - A Pre-K staff evaluation tool
- A means of comparing individual Pre-K programs within a school district

Who it is for

- An internal team collaborating to review and reflect on programming
- Schools operating within a formal community partnership consulting with individuals from all agencies
 - Individuals reflecting on program components

Instructions

- 1) Read the element and select which description in that row best describes your Pre-K program.
- 2) Some elements have more than one description, it is okay to make selections in more than one column.
- 3) When all components are complete, tally your results on the final Self-Assessment page.

Scoring Definitions

Initial Stages: The SAU/school does not yet implement the quality component.

In Development: The SAU/school implements the quality component to some degree, but there remains room for growth.

In Place: The SAU/school implements the quality component as it is described in Chapter 124: Basic Approval Standards or as described by research-based indicators of high-quality programming.

Well-Established: The SAU/schools implementation of the quality component goes beyond what is required in Chapter 124: Basic Approval Standards.

Notes:

Components	Elements	
Student Recruitment and Enrollment	Recruitment of Students Assistance with Enrollment Documents	Enrollment Protocol for Eligible 4-year-olds Transition to Kindergarten
Student Instruction	Alignment to State Standards Concept and Skill Development Teacher/Team Planning Multi-Lingual Learners	Alignment to K-3 Instructional and Assessment Practices Developmentally Appropriate Practices Children with Special Needs Support Services/Interventions
Student Assessment and Ongoing Progress Monitoring	Alignment to State Standards Assessment of Student Progress Results of Student Progress and Development Child Find	Alignment to K-3 Assessment Practices Assessment Informs Classroom Instruction Interventions and Referrals
Staff Development and Certifications	Certification/Qualifications Professional Development and Mentoring/Coaching	Evaluation
Program Environments and Operational Elements	Classroom Environment Teacher to Student Ratios Nutrition Outdoor School Facilities	CLASS Observations Program Dosage Indoor School Facilities Transportation
Family and Community Engagement	Community Engagement Communication Progress Reports Partner Relationships	Family Engagement Plan Parent –Teacher Conferences Support to Parents and Families

Component	Elements	Initial Stages	In Development	In Place	Well Established	Notes
Student Recruitment and Enrollment	Recruitment of Students	Recruitment strategies or attempts within the community have not yet been established.	Student recruitment efforts reach some but not all community members.	Student recruitment is completed through multiple and various forms of written communication within the community.	The district employs a staff member who assists in all recruitment efforts including written and verbal strategies to reach all families that reside in the community. Translation services are provided when necessary.	
	Enrollment protocol for eligible 4-year-olds <i>(Eligible 4-year-olds turn 4 on or before October 15th of the current school year)</i>	Currently there are no written enrollment protocols that exists in the district.	Pre-K enrollment includes only eligible 4-year-olds in the community; however, all Pre-K slots are not yet filled, and room remains for additional students. A written enrollment protocol is currently in draft form.	Pre-K enrollment includes all 4-year-old children who are eligible and able to attend, including 4-year-old children with disabilities. A waitlist is maintained, when needed. There may be consideration of program expansion if necessary. Enrollment of children mirrors the demographic percentage of the community and school population.	Pre-K enrollment is offered universally to all age-eligible children in the community. <i>(Universal enrollment means that there is no waitlist, and all interested, and age-eligible children can access the Pre-K program).</i> If necessary, a written enrollment protocol exists and prioritizes students from minority populations in a lottery system which mirrors similar population percentages in the K-12 space. (i.e., the SAU serves 10% of students with special needs and prioritizes this in Pre-K).	
	Assistance with Enrollment Documents	Parents are not informed of the necessary documents needed to complete the enrollment process. They must make several visits to the enrollment site to complete the entire enrollment process.	Families are informed and sent the necessary enrollment documents, but not offered support to complete the documents. Documents are not translated into home languages as needed, and translation services are not offered.	Families are informed of the necessary documents needed to complete the enrollment process and can complete the entire enrollment process in one visit. Documents are offered in home language or parents/caregivers are offered translation services.	Parents are informed of the necessary documents needed to complete the enrollment process and can complete the entire enrollment process in one visit. Parents are assisted, when needed, to acquire the necessary documentation.	

Component	Elements	Initial Stages	In Development	In Place	Well Established	Notes
<p style="text-align: center;">Student Recruitment and Enrollment</p>	<p style="text-align: center;">Transition to Kindergarten</p>	<p>A Kindergarten transition plan is not developed or in place.</p>	<p>A Kindergarten transition plan is in place but inconsistently adhered to.</p>	<p>A kindergarten transition team exists to implement a plan to best transition students and families.</p>	<p>A kindergarten transition team is in place, incorporating stakeholders from the district and community, and is updated annually. A year-long transition plan is in place, communicated to parents and teachers and is reviewed and updated annually.</p>	
		<p>Data from the Student Progress Monitoring tool is not shared with kindergarten staff.</p>	<p>Data from the Student Progress Monitoring tool is shared annually with the kindergarten staff, but it is inconsistently used to inform classroom placement and/or instruction.</p>	<p>Data from the Student Progress Monitoring tool is shared annually with the kindergarten staff and is used consistently to make informed decisions regarding placement and/or instruction.</p>	<p>Data from the Student Progress Monitoring tool is shared annually with the kindergarten staff and is used consistently to make informed decisions regarding placement and/or instruction.</p>	

Component	Elements	Initial Stages	In Development	In Place	Well Established	Notes
Student Instruction	Alignment to State Standards	A curriculum tool is used in the program that addresses some of the Maine's Early Learning and Developments Standards (MELDS).	An evidence-based curriculum tool is used in the program that addresses most of the Maine's Early Learning and Development Standards (MELDS).	An evidence-based curriculum tool is used in the program that addresses all of Maine's Early Learning and Development Standards (MELDS).		
	Alignment to K-3 Instructional Practices	<p>There is no evidence of vertical alignment to current K-3rd curriculum practices.</p> <p>There is no evidence of horizontal alignment of the curriculum practices between Pre-K classrooms in the program.</p>	<p>There is some evidence of vertical alignment to current K-3rd curriculum practices, though this may be inconsistent.</p> <p>There is some evidence of horizontal alignment of the curriculum practices between Pre-K classrooms in the program.</p>	<p>Vertical alignment to current K-3rd curriculum practices is documented, implemented, and practiced.</p> <p>There is horizontal alignment of the curriculum practices between Pre-K classrooms in the program.</p>		
	Concept and Skill Development	<p>Concepts and skills are not consistently reinforced throughout the school day as noted in teacher observations and classroom activity plans.</p> <p>The Pre-K school day is divided up into separate content instruction periods.</p>	<p>Concepts and skills are inconsistently introduced and reinforced during the school day as noted in teacher observations and classroom activity plans.</p> <p>Instructional strategies that integrate all developmental domains are inconsistently used to support children's concept development in the Pre-K classroom.</p>	<p>Teachers consistently plan, implement, and evaluate activities that introduce, reinforce and practice new concepts and skills as noted in teacher observations and classroom activity plans.</p> <p>Teachers consistently use an integrated approach and use all developmental domains to support children's concept development in the Pre-K classroom.</p>		

Component	Elements	Initial Stages	In Development	In Place	Well Established	Notes
Student Instruction	Developmentally Appropriate Practices	<p>The daily schedule includes long periods (greater than 30 minutes) of teacher-led group instruction and limited time for children to learn independently in defined learning centers within the classroom.</p> <p>Children spend fewer than 30 minutes per day in activities that promote fine and gross motor development including time for outdoor play.</p>	<p>The daily schedule includes periods of both small and large group instruction of less than 30 minutes, as well as independent choice activities within well-defined learning centers within the classroom. Routines are not consistently used to reinforce curricular themes and goals.</p> <p>Children inconsistently spend a minimum of 30 minutes per day in activities that promote fine and gross motor development including time for outdoor play.</p>	<p>The daily schedule includes a balance between small group, large group, individual choice activities and teacher-led activities. Teachers consistently use routines to reinforce curricular themes and goals.</p> <p>Children consistently spend a minimum of 45 minutes per day in activities that promote fine and gross motor development including time for outdoor play.</p>		
	Teacher/Team Planning	<p>Lead teacher does not have instructional and assessment planning time scheduled daily.</p> <p>Horizontal and vertical planning time is scheduled for teachers to meet at least monthly or not at all.</p> <p>Planning time is scheduled for teachers to meet horizontally at least monthly and vertically at least once per year.</p>	<p>Lead teacher has instructional and assessment planning time scheduled, but it does not happen daily.</p> <p>Horizontal and vertical planning time is scheduled for teachers to meet at least twice a month.</p> <p>Planning time is scheduled for teachers to meet horizontally at least twice per month, and vertically at least once per grading period.</p>	<p>Lead teacher has instructional and assessment planning time scheduled daily.</p> <p>Horizontal and vertical planning time is scheduled for teachers to meet at least once a week.</p> <p>Planning time is scheduled for teachers to meet horizontally once per week, and vertically at least once per month.</p>		

Component	Elements	Initial Stages	In Development	In Place	Well Established	Not Applicable	Notes
Student Instruction	Children with Special Needs	Access to special education services and qualified personnel in inclusive Pre-K settings is available but limited and the majority of services are provided in special education settings.	Access to special education services and qualified personnel in inclusive Pre-K settings is available with some services provided in special education settings. A current Memorandum of Understanding (MOU) with the local CDS site is not yet in place.	Access to special education services and qualified personnel in inclusive Pre-K settings with same-aged nondisabled peers is available and the majority of services are provided in inclusive settings. A current Memorandum of Understanding (MOU) with the local CDS site is in place.	Access to special education services and qualified personnel in inclusive Pre-K settings with same-aged nondisabled peers is available and all services are provided in inclusive settings.	There currently are no students eligible for special education services.	
	Multi-Lingual Learners	Instruction for Multi-Lingual Learner students in the program is not yet supported by a certified ESOL Teacher. Classroom staff rarely provide supports to Multi-Lingual Learners within the context of the daily schedule.	Instruction for Multi-Lingual Learner students in the program is inconsistently supported by a certified ESOL Teacher. Classroom staff occasionally provide supports to Multi-Lingual Learners within the context of the daily schedule.	Instruction for Multi-Lingual Learner students in the program is fully and consistently supported by a certified ESOL Teacher. Classroom staff consistently provide supports to Multi-Lingual Learners within the context of the daily schedule.	Classroom staff consistently provide a variety of supports to Multi-Lingual Learners within the context of the daily schedule.	There currently are no Multi-Lingual Learner students enrolled in the program.	
	Support Services/ Interventions	Interventions are not provided through an MTSS model for Pre-K students.	Interventions to address academic and behavioral development are provided through an MTSS model for Pre-K students.	Interventions to address all areas of development are provided through an MTSS model for Pre-K students.			

Component	Elements	Initial Stages	In Development	In Place	Well Established	Notes
Student Assessment and Ongoing Progress Monitoring	Alignment to State Standards	An assessment tool is used in the program that addresses some of the Maine's Early Learning and Developments Standards (MELDS).	A research-based assessment tool is used in the program that addresses most of the Maine's Early Learning and Development Standards (MELDS).	A research-based assessment tool is used in the program that addresses all of Maine's Early Learning and Development Standards (MELDS).		
	Alignment to K-3 Assessment Practices	There is no evidence of vertical alignment to current K-3rd assessment practices. There is no evidence of horizontal alignment of the assessment practices between Pre-K classrooms in the program.	There is some evidence of vertical alignment to current K-3rd assessment practices, though this may be inconsistent. There is some evidence of horizontal alignment of the assessment practices between Pre-K classrooms in the program.	Vertical alignment to current K-3rd assessment practices is documented, implemented, and practiced. There is horizontal alignment of the assessment practices between Pre-K classrooms in the program.		
	Assessment of Student Progress	Student progress is assessed but not with an evidence-based assessment tool. Student progress is only assessed at one point in the year.	Student progress is assessed and documented at least twice a year using an evidence-based tool with every student enrolled.	Student progress is assessed and documented at least three times a year using an evidence-based tool with all students enrolled.		
	Assessment Informs Classroom Instruction	Data from the assessment tool is not used to inform teaching and instruction. Data from the assessment tool is not used to determine targeted small group or individual instruction.	Data from the assessment tool is inconsistently used to inform teaching and instruction to better meet student developmental needs. Data from the assessment tool is inconsistently used to determine targeted small group and/or individual instruction.	Data from the assessment tool is consistently used to inform teaching and instruction practices to better meet student developmental needs. Data from the assessment tool is consistently used to determine and/or modify large group, small group, and individual instruction.		

Component	Elements	Initial Stages	In Development	In Place	Well Established	Notes
Student Assessment and Ongoing Progress Monitoring	Results of Student Progress and Development	By the end of the school year, less than 50% of students have met or exceeded typically developing expectations, across all development and learning domains, as determined by the child assessment tool and alignment to the MELDS.	By the end of the school year, 50-85% of students have met or exceeded typically developing expectations, across all development and learning domains, as determined by the child assessment tool and alignment to the MELDS.	By the end of the school year, more than 85% of students have met or exceeded typically developing expectations, across all development and learning domains, as determined by the child assessment tool and alignment to the MELDS.		
	Interventions and Referrals	Data from the assessment tool (e.g., screenings, assessments, etc.) is not used to inform Tier I programming. Data from screening and the assessment tool is not used to make referrals for those students who may need intervention services.	Data from the assessment tool is inconsistently used to inform Tier I programming. Data from screening and the assessment tool is inconsistently used to make referrals for those students who may need intervention services. Teachers are following up on referrals made inconsistently or not at all, to ensure that student's needs are addressed.	Data from screening and the assessment tool is consistently used to inform Tier I programming and to make referrals for those students who may need intervention services and teachers consistently follow up on referrals to ensure student's needs are addressed.		
	Child Find	The Program does not have a written Child Find Referral policy/plan. Children are screened at the beginning of the school year, but students who join later in the year may not be screened. The tool used is not research based and/or does not address all the developmental domains. A general review of screening results is verbally shared with families, but are not used to inform placements, interventions, or referrals.	The program has a written plan to satisfy the Child Find requirement but does not consistently adhere to it. Children are screened within the first 30 days of enrollment, but the tool used may not be research based and/or does not address all the developmental domains. Screening results are shared with families in writing and are used to inform referrals.	The program has a written plan to satisfy the Child Find requirement that it regularly follows. The plan is communicated to parents and available in the parent handbook or on the Program website. Children are screened within the first 30 days of enrollment using a research-based tool that assesses all domains. Screening results are shared with parents verbally and in writing, and are used to inform placement, interventions, and referrals.		

Component	Elements	Initial Stages	In Development	In Place	Well Established	Notes
Staff Development and Certification	Certification/ Qualifications	<p>Classroom staff hold a Maine teaching certificate, but all may not meet the minimum certification qualifications for Pre-K set in Chapter 115. A waiver is in place from the Office of Certification.</p> <p>Classroom staff are aware of Maine Roads to Quality PDN but have not yet registered.</p>	<p>At least one teacher per classroom in the Pre-K program meets the minimum certification and qualifications set in Chapter 115.</p> <p>One or more of the teaching staff hold a conditional certificate and are working toward fulfilling the qualifications set in Chapter 115.</p> <p>All classroom staff are aware and have applied to the Maine Roads to Quality PDN Registry.</p>	<p>All teaching staff (teachers and teacher assistants) in the Pre-K program meet the minimum certification and qualifications as set in Chapter 115.</p> <p>All classroom staff are registered through Maine Roads to Quality PDN</p>	<p>All teaching staff (teachers and teacher assistants) in the Pre-K program meet the minimum certification and qualifications as set in Chapter 115. Some teaching staff exceed the minimum qualifications.</p>	
	Evaluation	<p>Teaching staff are evaluated on a two- or three-year cycle using at least two sources of data. Teaching staff are encouraged, but not required to identify action steps to implement for continuous improvement.</p>	<p>Teacher observation data is compiled, but not centrally tracked.</p> <p>Teaching staff are evaluated annually using at least two sources of data. In the evaluation process, the teacher identifies action steps to implement for continuous improvement but is not held accountable for achieving the steps.</p>	<p>Teacher observation data is compiled and centrally tracked.</p> <p>Teaching staff are evaluated annually using multiple sources of data. In the evaluation process, the teacher identifies action steps to implement for continuous improvement and is held accountable for achieving the steps.</p>	<p>Teacher observation data is compiled and centrally tracked.</p> <p>All Pre-K staff are evaluated annually using multiple sources of data. Staff identify action steps to implement for continuous improvement and are held accountable for achieving the steps.</p> <p>Annual SMART goals are developed by teachers based on progress monitoring data and are used to guide continuous improvement efforts across the year.</p>	

Component	Elements	Initial Stages	In Development	In Place	Well Established	Notes
Staff Development and Certification	Professional Development and Mentoring/ Coaching	<p>Professional development is not focused on pre-k best practice, child outcomes or other pre-k specific topics</p> <p>Pre-K staff receive less than 15 hours of mentoring or coaching that is driven by results from student progress monitoring data and teacher evaluation results.</p>	<p>Professional development (PD) objectives and sessions are not determined by student progress monitoring data or teacher evaluation results.</p> <p>50%-75% of the Pre-K staff receive 15 hours of mentoring or coaching that is driven by results from student progress monitoring.</p>	<p>Professional development (PD) objectives and sessions are determined by student progress monitoring data, teacher evaluation results and other related information.</p> <p>All the Pre-K staff receive 15 hours of mentoring or coaching that is driven by results from student progress monitoring data and teacher evaluation results.</p>	<p>Professional development (PD) objectives and sessions are determined by student progress monitoring data, teacher evaluation results and other related information.</p> <p>Professional development opportunities are planned and provided in alignment with K-3 PD opportunities.</p> <p>All of the Pre-K staff receive more than 15 hours of mentoring or coaching that is driven by results from student progress monitoring data and teacher evaluation results.</p>	

Component	Elements	Initial Stages	In Development	In Place	Well Established	Notes
Program Environments and Operational Elements	Classroom Environment	<p>The Pre-K classroom environment is modestly equipped (limited space for grouping children and fewer than 4 individual learning centers) to fully implement all aspects of the curriculum.</p> <p>A classroom daily and weekly schedule is not followed or posted in the classroom.</p> <p>The Pre-K program offers an inconsistent schedule. Any given student attends for less than 10 hours per week.</p>	<p>The Pre-K classroom environment is well equipped (space available for large and small group activities, natural lighting, meets square footage requirements) to promote all curricular content goals.</p> <p>There is a visual daily schedule posted in the classroom, but is inconsistently followed, and not reviewed with the students throughout the day.</p> <p>The Pre-K program is offered on a half-day or full-day schedule. Any given student has access for at least 10 but no more than 24 hours per week.</p>	<p>The Pre-K classroom environment is well equipped with space and high-quality materials (space available for large group, small group, and individual activities, learning centers contain multiple materials in each) that are appealing to young children and promote all curricular content goals. Teachers regularly alter the materials in the learning centers to maintain and/or enhance children’s interests and support curricular content.</p> <p>A posted classroom daily and weekly schedule is consistently followed and reviewed with children throughout the day.</p> <p>The Pre-K program is offered on a full-day and full-week schedule. Any given student has access for 25 or more hours per week.</p>	<p>A posted classroom daily and weekly schedule is consistently followed, and reviewed with children throughout the day, and as needed with individual children.</p> <p>The Pre-K program is offered on a full-day and full-week schedule. Any given student has access for 25 or more hours per week. The program offers or partners with a community program to offer before and after wrap around care.</p>	
	CLASS observation	<p>None of our classrooms have received a CLASS observation.</p>	<p>All or some of our classrooms received a CLASS observation.</p> <p>Some or all CLASS domains scored in the mid and low range.</p>	<p>All our classrooms received a CLASS observation.</p> <p>Some or all CLASS domains scored in the high and mid-range.</p>		

Component	Elements	Initial Stages	In Development	In Place	Well Established	Notes
Program Environments and Operational Elements	Teacher to Student Ratios	The teacher to student ratio in Pre-K classrooms exceeds the required 1:8 ratio (i.e., 1:9, 1:10, etc.), and the program has not notified the Early Learning Team at the Maine DOE.	The teacher to student ratio in Pre-K classrooms exceeds the required 1:8 ratio (i.e., 1:9, 1:10 etc.), however a notification of this has been communicated to and approved by the Early Learning Team at Maine DOE.	All Pre-K classrooms maintain the required 1:8 teacher to student ratio always during the day.	All Pre-K classrooms maintain a teacher to student ratio that is better than the required 1:8 ratio (i.e., 1:7, 1:6, etc.).	
	Program Dosage		All Pre-K classrooms are in session for a minimum 10 hours per week. Pre-K classrooms operate for at least 35 weeks per school year.	All Pre-K classrooms are in session for more than 10 hours per week but may or may not be full day programs. Pre-K classrooms mirror the school calendar schedule for 35 weeks per year.	All Pre-K classrooms are in session for a minimum of 25 hours per week. Pre-K classrooms mirror the school calendar schedule for 35 weeks per year and offer optional summer programming.	
	Nutrition	Pre-K classrooms offer snack time at least once during program hours. Snacks are not culturally responsive to participating families.	Pre-K classrooms serve at least one well-balanced snack at regularly established times that are no more than three hours apart. Snacks are not always culturally responsive to participating families.	Pre-K classrooms serve at least one well-balanced meal and/or snack at regularly established times that are no more than three hours apart. Meals and/or snacks are culturally responsive to participating families.	Pre-K classrooms serve at least one well-balanced meal and snack at regularly established times that are no more than three hours apart. Meals and snacks are culturally responsive to participating families.	

Component	Elements	Initial Stages	In Development	In Place	Well Established	Notes
<p style="text-align: center;">Program Environments and Operational Elements</p>	<p style="text-align: center;">Indoor School Facilities</p>	<p>Not all Pre-K classrooms meet the required 35 square feet per child requirement.</p>	<p>All Pre-K classrooms meet the required 35 square feet per child requirement however, this measurement includes one or more of the following: hallways, lockers, cubbies, door swings, closets, supply cabinets, corridors, bathrooms, teacher spaces, food preparation areas and offices.</p>	<p>All Pre-K classrooms meet the required 35 square feet per child requirement. This measurement does not include hallways, lockers, cubbies, door swings, closets, supply cabinets, corridors, bathrooms, teacher spaces, food preparation areas and offices.</p>	<p>All Pre-K classrooms exceed the required 35 square feet per child requirement. This measurement does not include hallways, lockers, cubbies, door swings, closets, supply cabinets, corridors, bathrooms, teacher spaces, food preparation areas and offices.</p>	
		<p>Not all Pre-K classrooms have a water source in the classroom for hand washing, and drinking water is not always readily available to children throughout the day.</p>	<p>Not all Pre-K classrooms have a water source in the classroom for hand washing, and drinking water is not always readily available to children throughout the day.</p>	<p>All Pre-K classrooms have a water source in the classroom for hand washing, and drinking water is readily available to children throughout the day.</p>		
		<p>Pre-K classrooms have toilets accessible to children, but they are not within 40 feet of the indoor areas that children use.</p>	<p>Pre-K classrooms have toilets accessible to children, but they are not within 40 feet of the indoor areas that children use.</p>	<p>All Pre-K classrooms have toilets accessible to children within 40 feet of the indoor areas that children use.</p>	<p>All Pre-K classrooms have toilets accessible to children within the classroom.</p>	

Component	Elements	Initial Stages	In Development	In Place	Well Established	Notes
Program Environments and Operational Elements	Outdoor School Facilities	<p>All Pre-K children do not yet have access to an outdoor play area with at least 75 square feet of useable space per child and with equipment of a size suitable to the age and needs of students. Outdoor time is not yet scheduled by themselves or with other Pre-K and Kindergarten children.</p>	<p>All Pre-K children have access to an outdoor play area with at least 75 square feet of useable space per child and with equipment of a size suitable to the age and needs of students. Outdoor time may not yet be scheduled by themselves or with other Pre-K and Kindergarten children.</p> <p>The outdoor area is not yet protected by a fence and/or natural barriers.</p> <p>Outdoor play areas do not yet offer both sun and shade.</p>	<p>All Pre-K children have access to an outdoor play area with at least 75 square feet of useable space per child and with equipment of a size suitable to the age and needs of students. Outdoor time is scheduled by themselves or with other Pre-K and Kindergarten children.</p> <p>The outdoor area is protected by a fence and/or natural barriers.</p> <p>Outdoor play areas offer both sun and shade.</p>	<p>All Pre-K children have access to an outdoor play area that exceeds the minimum 75 square feet of useable space per child and with equipment of a size suitable to the age and needs of students. Outdoor time is scheduled by themselves or with other Pre-K and Kindergarten children.</p>	
		<p>Playground areas and equipment are not accessible to all children.</p>	<p>Some, but not all playground areas and equipment are accessible to all children.</p>	<p>Playground areas and equipment are accessible to all children.</p>		

Component	Elements	Initial Stages	In Development	In Place	Well Established	Notes
<p style="text-align: center;">Program Environments and Operational Elements</p>	<p style="text-align: center;">Transportation</p>	<p>The school relies on family drop off and pick up of students. Transportation is not yet provided for Pre-K students.</p>	<p>The school offers transportation to some, but not all Pre-K children for arrival and/or departure.</p> <p>Transportation does not offer seats with a child safety restraint system appropriate for the age, weight, and height of the student.</p> <p>There is no aide on the bus to assist with loading and unloading, correct securement and behavior/emotional support.</p>	<p>The school offers transportation to all Pre-K children for arrival and/or departure.</p> <p>Transportation offers some, but not all Pre-K students a seat with a child safety restraint system appropriate for the age, weight, and height of the student.</p> <p>There is at least one aide on the bus to assist with loading and unloading, correct securement and behavior/emotional support for some, not all, of the time.</p>	<p>The school offers transportation to all Pre-K children for both arrival and departure.</p> <p>Transportation offers all Pre-K students a seat with a child safety restraint system appropriate for the age, weight, and height of the student.</p> <p>There is at least one aide on the bus to assist with loading and unloading, correct securement and behavior/emotional support.</p>	

Component	Elements	Initial Stages	In Development	In Place	Well Established	Notes
Family and Community Engagement	Community Engagement	There are no community programs engaging within the Pre-K program either onsite or as a field trip.	The Pre-K program collected community data from agencies and families to inform their programming. The program has reached out to some community partners and entities to be involved in learning activities and family resources, within the program.	The Pre-K program has communication with community members and agencies and is planning or is providing services and programming that meets the needs of all families.	The Pre-k program has ongoing communication and planning sessions with community partners and agencies to provide continued services and programming in collaboration with the school/program.	
	Family Engagement Plan	The program does not currently have a written family engagement plan.	A written Family Engagement Plan is developed and inconsistently implemented to engage families in their child's education. The Family Engagement Plan is not accessible on the district's website, and/or has not been distributed to families.	A written Family Engagement Plan is developed and consistently implemented to engage families in their child's education. The Family Engagement Plan is accessible on the district's website.	A written Family Engagement Plan is consistently implemented to engage families in their child's education and in the school community. The plan is reviewed annually by a committee of stakeholders, including teachers and families, for its effectiveness. The Plan is used by staff in orienting families to the high-quality Pre-K program.	
	Communication	Communication with families mainly happens at parent/teacher conference time only.	Teachers communicate monthly or as needed with families and include information about classroom activities and goals. Teacher communication to families comes in one form, (such as newsletter or email).	Teachers communicate monthly with families and include information about classroom activities and goals, in home language for accessibility and equity for all families.	Teachers communicate weekly with families, including classroom information, in multiple platforms (email, classroom online platform, phone calls, paper newsletters, etc.) and these outlets are offered in the family's home language.	

Component	Elements	Initial Stages	In Development	In Place	Well Established	Notes
Family and Community Engagement	Parent – Teacher Conferences	There are no parent-teacher conferences offered.	Parent-teacher conferences are held less than two times per school year. Student progress monitoring data may or may not be used to guide the conferences and parents may or may not be given resources or recommendations on how to support their child’s development at home.	Parent-teacher conferences are held at least two times per school year. Student progress monitoring data is used to guide the conferences and parents may or may not be given resources or recommendations on how to support their child’s development at home.	Parent-teacher conferences happen twice a year at pre-scheduled times and as needed throughout the year to discuss celebrations and concerns of a student. Home visits are scheduled prior to school starting and are offered as an option for other conferences throughout the year. Student progress monitoring data is used to guide the conferences and parents are given resources or recommendations on how to support their child’s development at home.	
	Progress Reports	Progress Reports are not used to communicate student progress across developmental domains.	Progress Reports are given, but there is no narrative based on observation of the student but based on a numerical or alphabetic system.	Progress Reports are used to communicate student progress across developmental domains through a narrative, including examples of students work, using a strengths-based and goal-setting format.	Progress Reports are used to communicate student progress across developmental domains in a strength-based narrative format, including examples of student work and development. Report cards are discussed with families and families are given strategies per developmental domain to support their child’s development at home.	
	Support to Parents and Families	Program provides no assistance to families regarding appropriate at-home behaviors that support academic and social/emotional development.	Program sometimes provides resources of assistance (i.e., written articles, newsletters, workshops) of appropriate at-home behaviors that support academic and social-emotional development.	Program regularly provides resources of assistance (i.e., written articles, newsletters, workshops) of appropriate at-home behaviors that support academic and social-emotional development as well as community resources to meet the needs of the family.	Program employs a position that works with families on strengths, goals and location of resources needed toward the betterment of the whole child and family, in conjunction with resources of assistance around behaviors, academic needs and social-emotional development of the child and community resources to meet the needs of the family.	
	Partner Relationships		The Pre-K program operates some or all its classrooms with a formal community partner. An MOU is signed and in place, but not updated annually. The partners do not meet regularly to discuss program operations.	The Pre-K program operates some or all its classrooms with a formal community partner. An MOU is signed and in place and updated annually. The parties meet once or twice a year to discuss the program operations, students, and families.	The Pre-K program operates some or all its classrooms with a formal community partner. An MOU is signed and in place and updated annually. The parties meet at regularly scheduled, predetermined times throughout the program year to discuss day-to-day operations of the program, students, and families.	

Tally the results from each page of the Self-Assessment

Student Recruitment & Enrollment	Initial Stages	In Development	In Place	Well Established	N/A	Student Instruction	Initial Stages	In Development	In Place	Well Established	N/A
Recruitment of students						Alignment to State Standards					
Enrollment Protocol for Eligible 4-year-olds						Alignment to K-3 Instructional Practices					
Assistance With Enrollment Documents						Concept and Skill Development					
Transition to Kindergarten						Developmentally Appropriate Practices					
Notes:						Teacher/Team Planning					
						Children with Special Needs					
						Multi-Lingual Learners					
						Support Services/Interventions					

Tally the results from each page of the Self-Assessment

Student Assessment & Ongoing Monitoring	Initial Stages	In Development	In Place	Well Established	N/A	Staff Development & Certifications	Initial Stages	In Development	In Place	Well Established	N/A
Alignment to State Standards						Certification/Qualifications					
Alignment to K-3 Assessment Practices						Evaluation					
Assessment of Student Progress						Professional Development and Mentoring/ Coaching					
Assessment Informs Classroom Instruction						Notes:					
Results of Student Progress and Development											
Interventions and Referrals											
Child Find											

Tally the results from each page of the Self-Assessment

Program Environments & Operational Elements	Initial Stages	In Development	In Place	Well Established	N/A	Family & Community Engagement	Initial Stages	In Development	In Place	Well Established	N/A
Classroom Environment						Community Engagement					
CLASS Observation						Family Engagement Plan					
Teacher to Student Ratios						Communication					
Program Dosage						Parent –Teacher Conferences					
Nutrition						Progress Reports					
Indoor School Facilities						Support to Parents and Families					
Outdoor School Facilities						Partner Relationships					
Transportation						Notes:					

The following **strengths** were identified through this Self-Assessment:

1)

2)

3)

4)

5)

The following **opportunities for growth** were identified through this Self-Assessment:

1)

2)

3)

4)

5)

*For additional resources and technical assistance please contact members of the Early Learning Team at <https://www.maine.gov/doe/learning/earlychildhood/publicpreschool> *