# Maine Public Preschool Monitoring Protocol 2018-2019

*SAU:* *Date of Site Visit:*

*SAU Superintendent:*

*School Address:*

*Program Contact:*

*Phone:*

*Email:*

***Program Type: ☐New ☐Expanded ☐Preschool Expansion Grant ☐Pre-Existing***

*Monitor:*

*23 State House Station Augusta, ME 04333-0023*

## Monitoring Indicators and Protocols

This section includes the indicators and protocols that will be used by DOE during initial visits and on-going monitoring site visits. The protocols include monitoring indicators and source references to the program standards contained in Chapter 124, guiding questions, and potential documentation as evidence of compliance. Each indicator is marked as "Met" or "Not Met" to indicate compliance. When an indicator is marked "Not Met," a finding is described at the end of the report.

## Section 1: Program Overview

| Program Data | Proposed | Actual | Compliance |
|---|---|---|---|
| **Program start date/end date:** | | | ☐Met<br>☐Not Met<br>☐Developing |
| **Total number of days per week:** | | | ☐Met<br>☐Not Met |
| **Total number of hours per week:**<br>**[Section 5. (5.02) requires a minimum of 10 hours per week for 35 weeks]** | | | ☐Met<br>☐Not Met |
| **Total number of children enrolled:** | | | ☐Met<br>☐Not Met |

| Summary of classrooms and locations OBSERVED | | |
|---|---|---|
| **Classroom Number/Name of location** | **Operating as proposed? Yes or No** | **Notes** |
| | | |
| | | |
| | | |

# Section 2: Program Implementation

**2.1: Curriculum: Chapter 124 (Section 4. Curriculum and Comprehensive Assessment System, (4.01) (4.02)**

**Guiding Interview Questions**

1. What curriculum or combination of curricula is used?

2. How are teachers supported to implement curriculum (e.g., resources, planning time, PD, access to specialists)?

**2.2: Screening and Assessment: Chapter 124 (Section 4. Curriculum and Comprehensive Assessment System, (4.03)**

**Guiding Interview Questions**

1. Were any children referred to specialized services and provided with services (e.g., CDS referral)?

2. Which developmental screening instruments were used?

3. How is screening information used? Child Find policy?

4. What assessment tools are being used (ongoing assessment used to guide instruction)?

5. What is the process of ongoing assessment of children's learning and development (how often, who administers, where information is stored)?

6. How is assessment information shared with parents?

**2.3: Family and Community Engagement: Chapter 124 (Section 10. Family Engagement (10.01) (10.02) and Section 11. Community Engagement)**

**Guiding Interview Questions**

1. How are families engaged and involved in the preschool program? What specific strategies and approaches are used to encourage family engagement?

2. Was a home language survey administered?

3. How do you ensure materials and resources meet families' needs in terms of language, culture and reading levels?

4. In what ways do teachers communicate with families? How often?

5. In what ways have you leveraged community resources and services to enhance academic and non-academic needs of children and families?

**2.4: Service Coordination and Partnership: Chapter 124 (Section 12. Coordinated Public Preschool Programs (12.01) (12.02) Family Engagement (10.01) (10.02) and Section 11. Community Engagement)**

**Guiding Interview Questions**

1. What formal partnerships are in place? Have they changed from the proposed partnerships?

2. In what ways do you coordinate with other early childhood education providers in the community, including Child Development Services?

3. Has anything changed in your MOU's?

**2.5: Transition and Enrollment: Chapter 124 (Section 13. Transition (13.01) (13.02))**

**Guiding Interview Questions**

1. Can you describe your recruitment and intake procedures? Enrollment decisions?

2. What strategies (formal and informal) are used to support children and families transitioning into preschool?

3. What strategies (formal and informal) support children moving into kindergarten?

# Section 3: Staffing and Management

**3.1 Teacher Quality and Professional Development: Chapter 124 (Section 7. Quality of Educational Personnel (7.01))**

**Guiding Interview Questions**

1. Can you provide an overview of the current teacher and assistant teacher credentials?

2. Describe professional development opportunities.

3. How often do teachers receive formal observation with feedback? How are assistants supervised?

4. Describe the school's PEPG model. Who observes the teacher?

## Section 4: Environment, Materials and CLASS Outcomes

| 4.1 | Environmental/Materials Checklist | Completed<br>☐Yes<br>☐No |
|---|---|---|
| 4.2 | Program's CLASS scores: | ES: /7<br>CO: /7<br>IS: /7 |

| 1. Clearly Defined Activity Centers<br>Check if observed | Dramatic Play | Library, Reading, Books | Writing | Listening | Science | Social Studies |
|---|---|---|---|---|---|---|
| | Blocks and Building | Math | Art | Music | Other: | |

| | |
|---|---|
| 2. Organization of Materials and Objects | ☐Furnishings, supplies and materials are clean, designated locations, stored, accessible<br>☐Learning centers are well-equipped with appropriate amount of materials<br>☐Free of clutter, but not well-equipped or organized<br>☐Messy, disorganized |
| 3. Space Availability | ☐Space includes area for whole group meeting, small group meetings, and one-to-one<br>☐Space for quiet areas and active areas are separated<br>☐Space includes comfortable areas; most furniture is child-sized, sturdy<br>☐Room arrangement is child-centered and functional<br>☐Children can move freely and are observed by teachers/assistants/volunteers<br>☐Space is adequate, some freedom of movement<br>☐Space is very limited; no designated areas |
| 4. Print Environment | ☐Examples of children's work is displayed<br>☐Children's names are displayed<br>☐Functional print/writing materials throughout activity centers<br>☐Alphabet cards posted at children's level<br>☐Alphabet/word toys/puzzles<br>☐Limited print environment |
| 5. Books/ Reading | ☐Appropriate number of books on display for children to explore<br>☐Books/texts attractively displayed at children's level<br>☐Range of book/text types (informational, narrative, picture, etc.)<br>☐Diverse people represented in books<br>☐Book/text extend beyond library/reading corner into other centers<br>☐Limited books and/or book choices; limited access for children to explore |

## Equipment/Materials Checklist
## **ONLY SCORE GRAY ITEMS**

| Equipment/Materials | YES (1) | NO (0) | Notes. (Were the items used freely during observation?) |
|---|---|---|---|
| **Unit Blocks (Preschool Set)** | | | |
| Basic units (5.5”x1.5”) (at least 42) | | | |
| Double units (at least 20) | | | |
| Quad units (at least 8) | | | |
| Half units (at least 12) | | | |
| Pillars (at least 8) | | | |
| Double pillars (at least 4) | | | |
| Half pillars (at least 12) | | | |
| Triangles (at least 4) | | | |
| Small triangles (at least 8) | | | |
| Ramps (at least 6) | | | |
| Large cylinders (at least 4) | | | |
| Small cylinders (at least 4) | | | |
| Big building boards (11”x22”) (at least 4) | | | |
| Roof boards (5.5”x11”) (at least 4) | | | |
| Unit arches (at least 2) | | | |
| Elliptical curves (at least 2) | | | |
| Quarter circle arches (at least 4) | | | |
| Quarter circles (at least 4) | | | |
| Half roman arches (at least 2) | | | |
| Side roads (at least 1) | | | |
| Intersections (at least 1) | | | |
| Block accessories (cars, people, animals, etc.) *(please note & describe briefly)* | | | |
| Block shelves labeled for clean-up | | | |
| **Manipulatives** | | | |
| Puzzles *(if yes, note level of difficulty: peg, wooden, jigsaw, amount of pieces, etc.)* | | | |
| Pegboards | | | |
| Duplos/Legos | | | |
| Math items such as counters, Unifix cubes, pattern blocks, etc. | | | *List items available:* |
| Other manipulative materials | | | |

| | | | |
|---|---|---|---|
| **Book Area** | | | |
| Are at least 15 books presented with their covers out? | | | |
| Books reflect a theme. | | | |
| Variety of books displayed *multicultural, narrative, ABC, expository, counting, etc.* | | | |
| Comfortable seating in book area for more than one student-*couch/bean bag chair, etc.* | | | |
| **Dramatic Play** | | | |
| Child-sized sink | | | |
| Child-sized stove | | | |
| Child-sized refrigerator | | | |
| Play table & chairs | | | |
| Dress-up clothes | | | |
| Other dramatic play equipment | | | |
| **Sand/Water Table** *(note if both)* | | | |
| A minimum of 2 children can play at a time for a minimum of 10 minutes, in each location (if applicable). | | | *List items/materials in each table:* |
| | | | *Record the amount of time children are allowed to stay here:* |
| **Art Center** | | | |
| Easel *(note if double)* | | | |
| Smocks are accessible to all children | | | |
| Art materials accessible to all children | | | |
| Drying rack (*for artwork)* | | | |
| **Writing Center** | | | |
| Table/chairs | | | *(How many children can write at one time?)* |
| Variety of paper sizes/types | | | |
| At least 2 form of writing implements. *(Pens, pencils, thin & thick markers, etc.)* | | | |
| Other writing materials-*please note* | | | |
| **Outdoor Playground** | | | |
| Outdoor space is large enough to allow running **AND** the use of wheeled toys. | | | |
| Other items are available for play *(bikes, balls, shovels, buckets, etc)* | | | *List items available during outdoor play:* |
| **Other Environmental Provisions** | | | |
| Items are labeled with words or symbols, visual cues, auditory cues, multi-modality cues, etc. | | | |
| Space is available within the classroom for children to have a quiet area in order to calm down and deescalate behavior that is separate from any of the reading areas. This quiet area is clearly labeled at the children's eye level. | | | |
| Circle time carpet/designated area for whole group learning | | | |

| | | | |
|---|---|---|---|
| Are there at least 5 interest areas labeled, offered and used by children during your observation*? (I.e. art, science, dramatic play, blocks, writing, math, etc.)* | | | |
| **Other Classroom Areas-***Please describe briefly* | | | |

**Additional Comments:**_____

_____

_____

_____

_____

Environment/Materials Checklist Outcome:_____/53____

# Assurances from Application

| Assurance | Observed | Not Observed | Notes |
|---|---|---|---|
| Class Size: Maximum 16 (Section 3) | | | |
| Child: Staff Ratio of 1:8 is maintained at all times (Section 6) | | | |
| Curriculum & Comprehensive Assessment (Section 4) | | | |
| Quality of Education Personnel (Section 1) | | | |
| Nutrition (Section 8) | | | |
| Coordination with Community Programs (Section 12) | | | |
| Transition (Section 13) | | | |
| Transportation (Section 14) | | | |
| Record and Reports (Section 15) | | | |
| Public Preschool Approval Processes (Section 16) | | | |
| Program Monitoring (Section 17) | | | |
| The preschool curriculum offers activities in block building, dramatic play, writing, art, music science, math, literacy, sand/water play, manipulatives, and gross motor activities each session. | | | |
| The daily schedule is posted and includes opportunities for individual, small group and whole group activities. Whole group time is limited to 10-20 minutes. | | | |
| Opportunities for physical movement, fresh air and access to drinking water are provided to the children. | | | |
| Opportunity for rest in a full-day program (more than 5 hours) is provided for the children. Cots or mats are provided for each child. | | | |
| Transitions are minimized, including school “specials” especially during the first half of the school year. Most special supports or therapies are provided in-class to minimize transitions for children with disabilities. | | | |

| | | | |
|---|---|---|---|
| Program development and service to any and all English learners are overseen by Second Language-endorsed teachers. | | | |
| Indoor space available is a minimum of 35 square feet per child. (Hallways, lockers, cubbies, door swings, closets, supply cabinets, corridors, bathrooms, teacher spaces, food preparation areas and offices are not to be included as indoor space available per child.) | | | |
| All classroom spaces are accessible to all children, including children with disabilities. | | | |
| Water source is available in the classroom for hand washing, and drinking water is readily available to children throughout the day. | | | |
| The indoor environment is designed so staff can supervise children by sight and sound at all times. Supervision for short intervals by sound is permissible, as long as teachers check frequently on children who are out of sight (e.g., independent toileting). | | | |
| Toilets, accessible for use by all participating children, are within 40 feet of the indoor areas that children use. | | | |
| Electrical outlets in public preschool classrooms are protected by safety caps, plugs or other means. | | | |
| Natural light is present in any classroom used for four-year-old program activities. | | | |
| Easily accessible and individual space is available for children's outside clothing and personal possessions. | | | |
| The program has access to an outdoor play area with at least 75 square feet of usable space per child and with equipment of a size suitable to the age and needs of four-year-old children as dictated by the National Safety Standards for playgrounds in public schools. | | | |

| | | | |
|---|---|---|---|
| The outdoor play area is protected by fences or natural barriers. | | | |
| Surfaces used under climbers, swings and at the bottom of slides are energy-absorbing materials such as mulch, sand or bark. Concrete or asphalt are not to be used. | | | |
| Outdoor play areas provide both shade and sun. | | | |
| There are established protocols for emergencies. | | | |
| The playground areas and equipment are accessible to all children. | | | |
| Preschool classrooms schedule outdoor time by themselves, with other preschool classrooms, or with kindergarten children. | | | |
| The program understands and follows the reporting requirements regarding use of seclusion and restraint. | | | |
| The program is aware of resources regarding behavior management and how to avoid issues associated with seclusion and restraint. | | | |