



Documentation List

PAS-3 RELIABILITY TRAINING

Dear Administrator,

This documentation list was compiled to help you prepare for your upcoming *Program Administration Scale: Measuring Whole Leadership in Early Childhood Centers, 3rd Edition* (PAS-3) visit. The list includes each of the 25 items in the PAS-3 and the indicator strands/rows (e.g., 1.1, 3.1, 5.1, and 7.1) that comprise each item and require documentation. The corresponding criteria associated with each indicator strand describe the evidence that is needed to demonstrate that the criteria are met.

Read through the list of documentation noted on each page and compile the documentation that you have on hand that will provide evidence that the criteria for each indicator strand are met. Do not feel limited by the suggestions on this list. You may have other kinds of documentation that would be suitable. Put a ✓ in the corresponding box if you feel you have evidence that the criteria are met. Do not worry if you have many boxes without check marks. The purpose of the PAS-3 is to help inform administrators of the different criteria associated with high-quality administrative practices. Many good programs still have boxes unchecked.

1. Hiring and Orientation

Indicator Strand	Theme	Criteria	Possible Documentation
1	Hiring procedures	<p>Evidence that during hiring:</p> <p><input type="checkbox"/> there is an interview</p> <p><input type="checkbox"/> the applicant receives a job description</p> <p>Evidence of:</p> <p><input type="checkbox"/> additional hiring practices</p>	<ul style="list-style-type: none"> - applicant letter - interview agenda - job descriptions - interview questions for roles - interview summary form - applicant packet - email to interview committee
2	Orientation procedures	<p>Evidence that during orientation the employee receives:</p> <p><input type="checkbox"/> staff handbook</p> <p><input type="checkbox"/> personnel policies</p> <p><input type="checkbox"/> family handbook</p> <p>Evidence that during the first week of employment:</p> <p><input type="checkbox"/> supervisor meets with the new employee to discuss mission/vision, job responsibilities, and policies and procedures</p> <p>Evidence that:</p> <p><input type="checkbox"/> prior to assuming teaching responsibilities, staff observe in their assigned classroom for a minimum of a half-day</p>	<ul style="list-style-type: none"> - orientation agenda - orientation checklist - orientation policy and procedures - job descriptions - employee handbook - family handbook - personnel policy
3	Orientation policy	<p>Evidence of:</p> <p><input type="checkbox"/> an orientation policy/documents</p> <p><input type="checkbox"/> timeframe for the orientation process</p> <p><input type="checkbox"/> activities to occur during orientation process</p> <p><input type="checkbox"/> personnel involved in the orientation process</p> <p><input type="checkbox"/> specific written policies and procedures to be provided to new staff</p> <p><input type="checkbox"/> review of written orientation procedures</p>	<ul style="list-style-type: none"> - orientation policies and procedures - orientation agenda - orientation checklist - employee handbook - meeting minutes - orientation procedures with evidence of review
4	Phased orientation process	<p>Evidence that:</p> <p><input type="checkbox"/> there is a phased staff orientation conducted during the introductory or probationary period</p> <p>Evidence of a phased orientation that includes:</p> <p><input type="checkbox"/> an introduction to center staff, organizational norms, and sharing critical information</p> <p><input type="checkbox"/> skill-building, observation, feedback, and support</p> <p><input type="checkbox"/> goal setting</p> <p>Evidence that:</p> <p><input type="checkbox"/> written feedback about staff orientation is obtained from newly hired staff after the conclusion of the introductory or probationary period</p>	<ul style="list-style-type: none"> - orientation policy and procedures - orientation checklist - employee handbook - observation form/notes - feedback form/notes - goal form - orientation evaluation

Adapted from Talan, T. N., Bella, J.M., & Bloom, P.J. (2022). *Program Administration Scale: Measuring Whole Leadership in Early Childhood Centers, 3rd Edition*. Teachers College Press. Duplication permitted.

2. Supervision and Performance Appraisal

Indicator Strand	Theme	Criteria	Possible Documentation
1	Performance appraisal procedures	<p>Evidence that:</p> <p><input type="checkbox"/> supervisor conducts a written annual performance appraisal for all teaching staff</p> <p><input type="checkbox"/> all teaching staff participate in an annual performance appraisal process</p> <p><input type="checkbox"/> written performance appraisal includes goals and professional development activities for the next year</p>	<ul style="list-style-type: none"> - completed annual performance appraisal forms - completed annual self-appraisals - staff handbook - personnel policies
2	Performance evaluation criteria	<p>Evidence that:</p> <p><input type="checkbox"/> criteria used for performance appraisal are mostly objective and behavior based</p> <p><input type="checkbox"/> criteria differ by role</p> <p><input type="checkbox"/> criteria are tied to specific responsibilities detailed in each job description</p> <p><input type="checkbox"/> performance appraisal includes multiple sources of evidence</p>	<ul style="list-style-type: none"> - completed performance appraisal forms - teaching staff job descriptions - artifacts (i.e., portfolio, observations) - family evaluations of teaching staff members - co-worker evaluations of teaching staff
3	Supervision of teaching staff	<p>Evidence that:</p> <p><input type="checkbox"/> supervisors provide individual teaching staff or teaching teams feedback based on formal observation of performance</p> <p><input type="checkbox"/> a system is implemented to provide feedback and support to all teaching staff at least monthly</p>	<ul style="list-style-type: none"> - completed observation form - written feedback/supervisor notes regarding feedback - schedule of regular meetings to provide feedback and support

3. Staff Development and Professional Growth

Indicator Strand	Theme	Criteria	Possible Documentation
1	Provisions for staff development	<p>Evidence that:</p> <ul style="list-style-type: none"> <input type="checkbox"/> staff development for all administrative, teaching, and support staff is available at no cost to staff <input type="checkbox"/> job-specific staff development is provided <input type="checkbox"/> staff development for all administrative, teaching, and support staff on diversity, equity, and inclusion is provided during orientation and minimally once per year thereafter 	<ul style="list-style-type: none"> - staff handbook - personnel policies and procedures - individual and center-wide professional development plans - announcements of paid staff development opportunities - individual staff training logs - orientation checklist
2	Staff development policies	<p>Evidence of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> a program policy stating the minimum number of hours required of annual staff development for all teaching and administrative staff <input type="checkbox"/> the use of an individualized model of staff development for teaching and administrative staff 	<ul style="list-style-type: none"> - staff handbook - personnel policies and procedures - staff training logs - individualized professional development plans
3	Publicly funded professional development opportunities	<p>Evidence that:</p> <ul style="list-style-type: none"> <input type="checkbox"/> information regarding publicly funded professional development opportunities is posted and/or communicated to staff on an ongoing basis <input type="checkbox"/> staff are supported to advance on a career pathway <input type="checkbox"/> there is a system to support the career development of and administrative staff 	<ul style="list-style-type: none"> - posted and/or routed announcements about publicly funded professional development opportunities (e.g., workshops, scholarships) - minutes of staff meetings or memos describing publicly funded professional development options - individualized career development plans - mentor program to support career development
4	Job-embedded professional development opportunities	<p>Evidence of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> job-embedded professional development practices for teaching staff 	<ul style="list-style-type: none"> - employee handbook - personnel policies and procedures - reflection form - reflective activities - observation forms - classroom portfolio - job description(s) - peer learning team minutes - peer learning team protocols - plan-do-study-act documents - teacher journals

4. Compensation

Indicator Strand	Theme	Criteria	Possible Documentation
1	Written salary scale	Evidence of: <ul style="list-style-type: none"> <input type="checkbox"/> written salary scale <input type="checkbox"/> who has access to the written salary scale <input type="checkbox"/> review of the written salary scale for internal and external equity 	<ul style="list-style-type: none"> - salary scale - employee handbook - policies and procedures - meeting minutes - market analysis - salary wage analysis
2	Salary scale criteria	Evidence that the salary scale: <ul style="list-style-type: none"> <input type="checkbox"/> is based on different roles <input type="checkbox"/> is based on different levels of general education <input type="checkbox"/> is based on different levels of specialized training <input type="checkbox"/> is based on years of relevant experience <input type="checkbox"/> is based on professional credentials 	<ul style="list-style-type: none"> - salary scale
3	Salary/merit increases	Evidence of: <ul style="list-style-type: none"> <input type="checkbox"/> staff salary increases <input type="checkbox"/> frequency of salary increases <input type="checkbox"/> provision of merit increases 	<ul style="list-style-type: none"> - employee handbook - policies and procedures - compensation policy/plan - dated minutes, memos, or emails describing salary/wage increases - grid/record of salary history

5. Benefits

Indicator Strand	Theme	Criteria	Possible Documentation
1	Health benefits	<p>Evidence that:</p> <p><input type="checkbox"/> all full-time employees have the option to purchase health insurance with the employer paying a portion of the cost</p>	<ul style="list-style-type: none"> - employee handbook - personnel policies and procedures - human resources forms - employee contract
2 - 3	Paid Time Off (PTO) benefits	<p>Evidence of:</p> <p><input type="checkbox"/> sick/personal days for all employees</p> <p><input type="checkbox"/> vacation days for all employees</p> <p><input type="checkbox"/> paid holidays for all employees</p>	<ul style="list-style-type: none"> - employee handbook - personnel policies and procedures - employee contract
4	Retirement benefits	<p>Evidence that:</p> <p><input type="checkbox"/> all full-time staff have the option to contribute to a retirement plan</p> <p><input type="checkbox"/> employer matches/contributes a percentage of the employee's salary contributed to a retirement plan</p>	<ul style="list-style-type: none"> - employee handbook - personnel policies and procedures - employee contract - retirement plan
5	Professional development or tuition reimbursement benefits	<p>Evidence of:</p> <p><input type="checkbox"/> some provision for professional development expenses</p>	<ul style="list-style-type: none"> - employee handbook - personnel policies and procedures - budget - employee contract

6. Staffing Patterns and Scheduling

Indicator Strand	Theme	Criteria	Possible Documentation
1	Promoting consistency for children and families	<p>Evidence that:</p> <p><input type="checkbox"/> staffing plan anticipates planned and unplanned absences of teaching staff by providing staffing "over ratio" or a "floating teacher"</p> <p><input type="checkbox"/> staffing pattern provides for coverage so children are not regrouped at the beginning or the end of the day</p>	<ul style="list-style-type: none"> - staffing plan - staff handbook
2	Planning and preparation time	<p>Evidence of:</p> <p><input type="checkbox"/> the amount of paid planning or preparation time for teaching staff</p> <p><input type="checkbox"/> the amount of paid curriculum planning time that includes all teaching staff working with the same group of children</p> <p><input type="checkbox"/> the amount of paid planning or preparation time available to teaching staff per day that does not occur in the presence of children</p>	<ul style="list-style-type: none"> - staffing plan - schedule - staff handbook - job description - meeting minutes
3	Staff scheduling	<p>Evidence that:</p> <p><input type="checkbox"/> the minimum number of staff members scheduled in the center whenever children are present</p> <p><input type="checkbox"/> the minimum number of teaching staff scheduled in each classroom at all times children are present (including nap time)</p> <p><input type="checkbox"/> the minimum number of teaching staff scheduled in each classroom at all times children are present (including nap time and the first and last hour of operation)</p>	<ul style="list-style-type: none"> - staffing plan - staff schedule - staff handbook - family handbook
4	Pedagogical leadership	<p>Evidence of:</p> <p><input type="checkbox"/> the percentage of dedicated time an Administrator or a staff member(s) has for identified responsibilities related to pedagogical leadership</p>	<ul style="list-style-type: none"> - job description - supervision schedule - staff handbook

7. Facilities

Indicator Strand	Theme	Criteria	Possible Documentation
1	Facility maintenance	<p>Evidence that:</p> <p><input type="checkbox"/> routine maintenance for the facility is conducted</p>	<ul style="list-style-type: none"> - maintenance checklists - maintenance contracts (e.g., for cleaning service, heating or cooling system, playground equipment, fire extinguisher, or emergency alarm system) - record of daily sanitation procedures - record of daily safety checks - work orders - maintenance committee minutes

8. Risk Management

Indicator Strand	Theme	Criteria	Possible Documentation
1	Risk management plan	Evidence that: <ul style="list-style-type: none"> <input type="checkbox"/> there is a written risk management plan <input type="checkbox"/> the risk management plan is reviewed 	<ul style="list-style-type: none"> - risk management plan - meeting minutes - risk management plan with evidence of review
2	Allergies and medical conditions	Evidence of: <ul style="list-style-type: none"> <input type="checkbox"/> a system to ensure that all teaching staff (including substitutes) are made aware of necessary medical information 	<ul style="list-style-type: none"> - orientation checklist - risk management plan - employee handbook
3	Emergency drills	Evidence that: <ul style="list-style-type: none"> <input type="checkbox"/> emergency drills occur <input type="checkbox"/> records are kept of emergency drills and they include improvements needed <input type="checkbox"/> there is a system to ensure emergency drills occur as planned 	<ul style="list-style-type: none"> - risk management plan - employee handbook - record of emergency drills and improvements needed - calendar with drill dates - committee meeting minutes
4	CPR and First Aid	Evidence: <ul style="list-style-type: none"> <input type="checkbox"/> of the minimum number of staff in each classroom that are certified in CPR and First Aid <input type="checkbox"/> that staff members are certified in CPR and First Aid and how many staff are certified <input type="checkbox"/> that the center provides for CPR and First Aid training for staff at no cost and how often it is provided 	<ul style="list-style-type: none"> - risk management plan - employee handbook - policies and procedures - annual training plan - meeting minutes - training announcements - CPR and First Aid certifications

9. Marketing and Public Relations

Indicator Strand	Theme	Criteria	Possible Documentation
1	Public relations tools	<p>Evidence that:</p> <p><input type="checkbox"/> the center utilizes different public relations tools</p> <p><input type="checkbox"/> there is a policy that provides an incentive to families for referrals for new enrollment</p>	<ul style="list-style-type: none"> - stationery - brochure - logo - business cards - signage - advertising copy - newsletter - website - social networking page - advertising copy - phonebook advertisement - promotional items - family handbook
2	Professional image of public relations tools	<p>Evidence of:</p> <p><input type="checkbox"/> consistent logo</p> <p><input type="checkbox"/> neat and grammatically correct information</p> <p><input type="checkbox"/> updated information</p> <p><input type="checkbox"/> of a review of public relations tools for updates and inclusivity</p> <p><input type="checkbox"/> of when the last review of public relations tools occurred and who was involved in that review</p>	<ul style="list-style-type: none"> - stationery - brochure - logo - business cards - signage - advertising copy - phonebook advertisement - promotional items - newsletter - Web site - public relations tools with evidence of review
3	Responding to prospective families	<p>Evidence that:</p> <p><input type="checkbox"/> records are kept of all prospective families who inquire about the center and follow-up action taken</p> <p><input type="checkbox"/> center has a written guide to train staff in providing information to prospective families who call or visit</p>	<ul style="list-style-type: none"> - dated log of enrollment inquiries and follow-up action - follow-up inquiry packet - e-mail records - written guide for training staff to provide information to prospective families - staff handbook

10. Technology

Indicator Strand	Theme	Criteria	Possible Documentation
1	Recordkeeping	<p>Evidence that:</p> <p><input type="checkbox"/> administrative staff use technology for recordkeeping</p> <p><input type="checkbox"/> job specific technology training is provided for administrative staff</p>	<ul style="list-style-type: none"> - annual operating budget - cash-flow projections - donor database - employee benefits - enrollment database - family database - income and expense statement - payroll record - inventory monitoring - training logs - training certificates
2	Technology security practices	<p>Evidence of:</p> <p><input type="checkbox"/> technology security practices</p>	<ul style="list-style-type: none"> - technology policy - technology practice checklists - documents with encrypted data - job description(s) - dual authentication - password update prompts - log-ins required for devices - pop-up restrictions - password protected files - software security updates - staff technology security training record/sign-in sheet - confidentiality agreements
3	Technology policy	<p>Evidence of:</p> <p><input type="checkbox"/> policy regarding staff use of technology</p>	<ul style="list-style-type: none"> - technology policy

11. Screening and Identification (N/A is allowed)

Indicator Strand	Theme	Criteria	Possible Documentation
1	Developmental screening	<p>Evidence that:</p> <p><input type="checkbox"/> all children, birth to age five, are screened and what screening tool(s) are used</p> <p><input type="checkbox"/> safeguards are built into the screening process</p>	<ul style="list-style-type: none"> - developmental screening instrument(s) - family handbook - letter/memo to parents/guardian - qualifications for screening and/or interpretation of results - observation/anecdotal notes - family feedback - screenings written in languages other than English
2	Family involvement in developmental screening	<p>Evidence of:</p> <p><input type="checkbox"/> family consent obtained prior to screening</p> <p><input type="checkbox"/> informing families of screening results regardless of the findings</p> <p><input type="checkbox"/> informing families if further evaluation is recommended</p> <p><input type="checkbox"/> providing families with contact information for referrals</p>	<ul style="list-style-type: none"> - signed family consent forms - meeting minutes - screening reports - letters to parents - plans resulting from screening - children's files - referral list with contact information
3	Collaborating with specialists	<p>Evidence that:</p> <p><input type="checkbox"/> space and time are available on-site for a specialist to work with children with identified needs</p> <p><input type="checkbox"/> a system is in place to support two-way collaboration with specialists working with children with identified needs</p>	<ul style="list-style-type: none"> - facility visitor log/space record - employee handbook - family handbook - interagency agreements - IEP/IFSP - collaboration meeting minutes - message book - calendar - lesson plans

12. Assessment in Support of Learning

Indicator Strand	Theme	Criteria	Possible Documentation
1	Assessment of children's learning and development	<p>Evidence that:</p> <p><input type="checkbox"/> teachers assess children's learning and development</p> <p><input type="checkbox"/> teachers assess children's learning and development based on research-based assessment tools</p> <p><input type="checkbox"/> teachers assess children's learning and development using additional measures</p>	<ul style="list-style-type: none"> - child assessment form - developmental checklist - assessment tools - children's portfolio - teacher observational notes
2	Curriculum planning	<p>Evidence:</p> <p><input type="checkbox"/> of an identified curriculum</p> <p><input type="checkbox"/> of standards-based curriculum</p> <p><input type="checkbox"/> that lesson plans indicate specific learning and development standards</p> <p><input type="checkbox"/> that lesson plans indicating specific learning and development standards are shared with families</p>	<ul style="list-style-type: none"> - standards-based curriculum - employee handbook - family handbook - orientation manual/training materials - lesson plans - family newsletter - family emails - curriculum App
2	Assessment and curriculum planning	<p>Evidence that:</p> <p><input type="checkbox"/> children's individual assessment results are utilized in lesson planning</p> <p><input type="checkbox"/> teaching staff working with the same group of children implement plan-do-study-act cycles to continuously improve teaching practices</p> <p><input type="checkbox"/> aggregated and disaggregated assessment results are utilized by administrative staff in long-range planning and/or program evaluation</p>	<ul style="list-style-type: none"> - employee handbook - orientation manual/training materials - meeting minutes - plan-do-study-act documentation - report of aggregated and disaggregated assessment data for program evaluation and planning

13. Budget Planning

Indicator Strand	Theme	Criteria	Possible Documentation
1	Budget planning	<p>Evidence that:</p> <p><input type="checkbox"/> a needs assessment is conducted as part of the program's budget-planning process</p> <p><input type="checkbox"/> the operating budget reflects priorities identified from the needs assessment</p>	<ul style="list-style-type: none"> - needs assessment - current operating budget - meeting agenda/minutes
2	Components of the operating budget	<p>Evidence of:</p> <p><input type="checkbox"/> operating budget (including revenue and expenditures) for current fiscal year</p> <p><input type="checkbox"/> line-item breakdowns on the budget</p> <p><input type="checkbox"/> projected operating budget for the next fiscal year</p>	<ul style="list-style-type: none"> - current operating budget - projected operating budget - dated meeting minutes approving budget
3	Procedures for adequate cash flow	<p>Evidence that:</p> <p><input type="checkbox"/> there are accepted practices to ensure adequate cash flow</p> <p><input type="checkbox"/> there are quarterly cash-flow projections</p>	<ul style="list-style-type: none"> - current operating budget - staff handbook - written policies and procedures regarding collection of tuition and fees - family handbook - job descriptions - quarterly cash flow projections

14. Accounting Practices

Indicator Strand	Theme	Criteria	Possible Documentation
1	Income and expense statements	<p>Evidence that:</p> <ul style="list-style-type: none"> <input type="checkbox"/> an income and expense statement and how frequently it is generated <input type="checkbox"/> the Administrator has access to or generates quarterly income and expense statements <input type="checkbox"/> the Administrator compares quarterly income and expense statements to quarterly projections 	<ul style="list-style-type: none"> - quarterly financial statements
2	Checks and balances	<p>Evidence of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> accounting checks and balances 	<ul style="list-style-type: none"> - staff handbook - job descriptions - expense forms for petty cash - log for credit card use - canceled check with multiple signatures - policy regarding separation of financial duties - purchase order - quarterly financial statements
3	Independent review of accounting records	<p>Evidence of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> the frequency of a review of the accounting records by an independent third party who has accounting or bookkeeping expertise <input type="checkbox"/> an annual outside audit by a certified public accountant and the frequency in which that occurs 	<ul style="list-style-type: none"> - accounting record review report - audit reports for the last three years

15. Strategic Planning

Indicator Strand	Theme	Criteria	Possible Documentation
1	Mission and vision statement	<p>Evidence of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> the center's written mission or vision statement <input type="checkbox"/> who was involved in developing or reviewing the mission or vision statement <input type="checkbox"/> frequency of review of the mission or vision statement 	<ul style="list-style-type: none"> - staff handbook - family handbook - center brochure - plaque - public relations materials - meeting agenda and minutes - mission statement - vision statement - philosophy statement - mission or vision statement with evidence of review
2	Visibility of the mission or vision statement	<p>Evidence of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> where the center's mission or vision statement can be found 	<ul style="list-style-type: none"> - family handbook - staff handbook - business plan - strategic plan - meeting agenda and minutes - business or strategic plan with evidence of review
3	Business and strategic plan	<p>Evidence of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> a center strategic plan <input type="checkbox"/> who was involved in developing the business or strategic plan 	<ul style="list-style-type: none"> - staff handbook - strategic plan - meeting agenda and minutes - business or strategic plan with evidence of review

Adapted with permission from Talan, T. & Bloom, P. (2011). *Program Administration Scale 2nd Ed.* Duplication permitted.

16. Evaluation and Continuous Improvement

Indicator Strand	Theme	Criteria	Possible Documentation
1	Evaluation of teaching and learning	<p>Evidence that:</p> <p><input type="checkbox"/> a published observation tool is used to measure teaching and learning</p> <p><input type="checkbox"/> teaching staff meet to participate in plan-do-study-act cycles to improve teaching and learning and how often</p>	<ul style="list-style-type: none"> - message book - staff questionnaires - organizational climate assessment - solicited feedback - self-assessments - meeting agendas and minutes - completed assessment tools/summarized assessment results for the last three years - exit interview forms/notes
1	Staff evaluation of the overall program	<p>Evidence:</p> <p><input type="checkbox"/> that the center obtains feedback from staff about the quality of the overall program</p> <p><input type="checkbox"/> that staff use an assessment tool to evaluate the program</p> <p><input type="checkbox"/> of frequency of staff use of an assessment of the program</p>	<ul style="list-style-type: none"> - staff meeting agenda - assessment tool - exit interview form/notes - staff questionnaire - message book - suggestion box - solicited feedback - meeting agendas and minutes - completed assessment tools/summarized assessment results for the last three years
2	Family evaluation of the overall program	<p>Evidence:</p> <p><input type="checkbox"/> that the center obtains feedback from families about the quality of the overall program</p> <p><input type="checkbox"/> that families use an assessment tool to evaluate the program</p> <p><input type="checkbox"/> of frequency of family use of an assessment of the program</p>	<ul style="list-style-type: none"> - family meeting agenda - assessment tool - exit interview form/notes - family conference notes - family questionnaire - message book - suggestion box - solicited feedback - meeting agendas and minutes - completed assessment tools/summarized assessment results for the last three years
3	Use of evaluation information	<p>Evidence that:</p> <p><input type="checkbox"/> the center's evaluation process includes a feedback loop to staff and families</p> <p><input type="checkbox"/> data from staff and family evaluations are used to develop a written plan for program improvement</p>	<ul style="list-style-type: none"> - staff newsletter - family newsletter - announcements to families - meeting agendas and minutes - written program improvement plan

17. Family Communications

Indicator Strand	Theme	Criteria	Possible Documentation
1	Family orientation	<p>Evidence that during orientation families are given written information about:</p> <p><input type="checkbox"/> children's daily schedule, discipline and guidance policy, family supports, health requirements, hours of operation, notification of days center is closed, program mission or vision, tuition/fee policy</p> <p>Evidence:</p> <p><input type="checkbox"/> of family orientation practices designed to build trusting relationships between staff and families</p> <p><input type="checkbox"/> the center checks in with new families</p>	<ul style="list-style-type: none"> - intake form - family handbook - family orientation procedures - family orientation checklist - contact logs
2	Gathering information and aligning practices	<p>Evidence that:</p> <p><input type="checkbox"/> information about child, family, and community is solicited during enrollment</p> <p><input type="checkbox"/> information about child, family, and community is solicited during conferences</p> <p><input type="checkbox"/> based on information shared during enrollment and/or conferences, staff adjust practices to achieve consistency between home and center when possible</p>	<ul style="list-style-type: none"> - enrollment/intake form - family conference notes - agenda/minutes of family meeting - message log - family newsletter - child files
3	Communication with families	<p>Evidence that:</p> <p><input type="checkbox"/> information is communicated in various ways to families</p>	<ul style="list-style-type: none"> - adaptive measures - sample items from family bulletin board - communication app - email records - family meeting agenda/minutes - conference notes - mailed letters - message book - family newsletter - notes sent home with children - phone logs - social media group for families - text messages - message book/log - video conference schedule - website information - family handbook
4	Family conferences and daily communication	<p>Evidence of:</p> <p><input type="checkbox"/> formal conferencing with families</p> <p><input type="checkbox"/> conference times that are convenient for working families</p> <p><input type="checkbox"/> daily communication between teaching staff and families</p>	<ul style="list-style-type: none"> - family handbook - newsletter - website information - flyers, letters - email messages - message log - sign-up sheets

18. Family Support and Engagement

Indicator Strand	Theme	Criteria	Possible Documentation
1	Family supports	<p>Evidence that:</p> <p><input type="checkbox"/> the center offers support for families</p>	<ul style="list-style-type: none"> - family handbook - letters to families - newsletter - bulletin board information - flyers/brochures - resource library - meeting agendas/minutes - emails - website - contracts with organizations
3	Family participation in center activities	<p>Evidence of:</p> <p><input type="checkbox"/> of a plan for involving families in activities of the center</p> <p><input type="checkbox"/> family participation in center and classroom activities</p>	<ul style="list-style-type: none"> - family handbook - website - center policy and procedures - family letters - flyers - newsletter - e-mails - meeting agendas/minutes - advisory or governing board by-laws
3	Family expertise and engagement	<p>Evidence that:</p> <p><input type="checkbox"/> teaching staff communicate with families about the learning activities occurring in the classroom</p> <p><input type="checkbox"/> families engage in at-home learning activities made available for the purpose of extending the classroom learning</p>	<ul style="list-style-type: none"> - family handbook - website - center policy and procedures - family letters - flyers - family newsletter - e-mails - meeting agendas/minutes - library log and/or check-in/out record - family message book

19. Community Outreach

Indicator Strand	Theme	Criteria	Possible Documentation
1	Involvement in early childhood professional organizations	<p>Evidence of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Administrator and/or staff involvement in the early childhood professional community <input type="checkbox"/> Administrator and/or staff active role in an early childhood organization <input type="checkbox"/> Administrator and/or staff leadership role in an early childhood organization 	<ul style="list-style-type: none"> - memos - letters - newsletters - certificates of attendance, membership, leadership role - leadership role assignments - membership card - meeting minutes
2	Involvement in local community organizations	<p>Evidence of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Administrator and/or staff attendance at local community organization events <input type="checkbox"/> Administrator and/or staff membership in community organization <input type="checkbox"/> Administrator and/or staff leadership role in community organization 	<ul style="list-style-type: none"> - memos - letters - newsletters - certificates of attendance, membership, leadership role - leadership role assignments - membership card - meeting minutes
3	Promoting positive relations with the community	<p>Evidence of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> demonstrating concern for being a good neighbor <input type="checkbox"/> established opportunities to build good relations within the immediate neighborhood <input type="checkbox"/> support from the immediate neighborhood or local community 	<ul style="list-style-type: none"> - emails - memos - letters - newsletters - flyers - coupons for discounted services - gifts

20. Meetings and Shared Decision-Making

Indicator Strand	Theme	Criteria	Possible Documentation
1	Scheduled staff meetings	Evidence of: <ul style="list-style-type: none"> <input type="checkbox"/> scheduled center-wide staff meetings <input type="checkbox"/> scheduled center/team meetings 	<ul style="list-style-type: none"> - centerwide staff meeting agendas and minutes - team meeting agendas and minutes
2	Planning and facilitating centerwide staff meetings	Evidence of: <ul style="list-style-type: none"> <input type="checkbox"/> staff contribution of agenda items for centerwide staff meetings <input type="checkbox"/> teaching staff participation in planning centerwide staff meetings <input type="checkbox"/> teaching staff facilitation of agenda items during centerwide staff meetings 	<ul style="list-style-type: none"> - emails - staff meeting agenda and minutes - centerwide staff meeting agendas and minutes
3	Meeting minutes	Evidence that: <ul style="list-style-type: none"> <input type="checkbox"/> minutes are kept of meetings <input type="checkbox"/> minutes reflect an action plan <input type="checkbox"/> minutes are distributed in advance of the next meeting <input type="checkbox"/> action steps are revisited at subsequent meetings 	<ul style="list-style-type: none"> - staff meeting agendas and minutes - staff handbook - email distributing minutes
4	Meeting agenda	Evidence that: <ul style="list-style-type: none"> <input type="checkbox"/> a staff meeting agenda is distributed to participants <input type="checkbox"/> staff meetings have an agenda that includes a facilitator for each item, time limits for each item, and an identified notetaker <input type="checkbox"/> there are guidelines for staff meetings 	<ul style="list-style-type: none"> - email - staff meeting agenda - guidelines/ground rules
5	Decision making at meetings	Evidence that: <ul style="list-style-type: none"> <input type="checkbox"/> minutes from staff meetings reflect decisions made <input type="checkbox"/> minutes from staff meetings reflect collaborative decision-making <input type="checkbox"/> minutes from staff meetings reflect delegated decision-making 	<ul style="list-style-type: none"> - staff meeting minutes

21. Internal Communications

Indicator Strand	Theme	Criteria	Possible Documentation
1	Modes of communication	<p>Evidence that:</p> <p><input type="checkbox"/> information is communicated in various ways to staff</p>	<ul style="list-style-type: none"> - adaptive measure - staff bulletin board - communication app - email - individual/informal meeting notes - internal memo - internal newsletter - mailed letter - message book - phone call log - routing slip - shared document sample - staff meeting minutes/schedule - text message - video conference invites/notes - video messages
2	Strength-based practices	<p>Evidence of:</p> <p><input type="checkbox"/> strength-based practices utilized with staff</p>	<ul style="list-style-type: none"> - email - coaching notes - orientation questionnaire/activity notes - staff handbook - performance appraisal form - meeting agenda - meeting minutes - gratitude board - reflective supervision notes
3	Reflection for anti-bias practice	<p>Evidence of:</p> <p><input type="checkbox"/> opportunities for staff to reflect on personal biases and discuss how biases influence behavior</p> <p><input type="checkbox"/> staff review of their professional practices from a diversity, equity, and inclusion (DEI) perspective and implementation of changes</p>	<ul style="list-style-type: none"> - meeting agendas - meeting minutes - training description
4	Conflict resolution	<p>Evidence of:</p> <p><input type="checkbox"/> resources to assist with conflict resolution</p> <p><input type="checkbox"/> a conflict resolution policy regarding the handling of staff disputes</p> <p><input type="checkbox"/> procedures to guide staff implementation of a conflict resolution policy</p>	<ul style="list-style-type: none"> - memo/announcement of training on conflict resolution - training logs - library books/articles on conflict resolution - conflict resolution policy and procedures - staff handbook - procedures for conflict resolution

22. Administrator

Indicator Strand	Theme	Criteria	Possible Documentation
1	Educational level	Evidence of: <input type="checkbox"/> highest level of education	- transcripts - diplomas
2	Specialized ECE/CD coursework	Evidence of: <input type="checkbox"/> early childhood education and/or child development coursework	- transcripts
3	Specialized administration coursework	Evidence of: <input type="checkbox"/> administration coursework	- transcripts
4	Experience	Evidence of: <input type="checkbox"/> experience in administration	- portfolio - position application - HR employment records

23. Lead Teacher

Indicator Strand	Theme	Criteria	Possible Documentation
1	Educational level	Evidence of: <ul style="list-style-type: none"> <input type="checkbox"/> highest level of education <input type="checkbox"/> enrollment in a baccalaureate degree program 	<ul style="list-style-type: none"> - transcripts - diplomas - enrollment forms
2	Specialized ECE/CD coursework	Evidence of: <ul style="list-style-type: none"> <input type="checkbox"/> early childhood education/child development coursework <input type="checkbox"/> certification/licensure required to teach young children in publicly funded pre-K programs 	<ul style="list-style-type: none"> - transcripts - certification/licensure
3	Experience	Evidence of: <ul style="list-style-type: none"> <input type="checkbox"/> experience teaching young children 	<ul style="list-style-type: none"> - portfolio - position application - HR employment records

24. Teacher

Indicator Strand	Theme	Criteria	Possible Documentation
1	Educational level	Evidence of: <input type="checkbox"/> highest level of education <input type="checkbox"/> enrollment in a baccalaureate degree program	- transcripts - diplomas - enrollment forms
2	Specialized ECE/CD coursework	Evidence of: <input type="checkbox"/> early childhood education/child development coursework <input type="checkbox"/> CDA/Montessori credential	- Transcripts - CDA credential - Montessori credential
3	Experience	Evidence of: <input type="checkbox"/> experience teaching young children	- portfolio - position application - HR employment records

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25. Assistant Teacher/Aide

Indicator Strand	Theme	Criteria	Possible Documentation
1	Educational level	Evidence of: <input type="checkbox"/> highest level of education	- transcripts - diplomas
2	Specialized ECE/CD coursework	Evidence of: <input type="checkbox"/> early childhood education/child development coursework <input type="checkbox"/> enrollment in early childhood education/child development coursework <input type="checkbox"/> enrollment in CDA or Montessori credential <input type="checkbox"/> CDA credential or Montessori credential	- transcripts - enrollment forms - CDA credential - Montessori credential
3	Experience	Evidence of: <input type="checkbox"/> supervised experience teaching young children	- portfolio - position application - HR employment records

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