



Program Self-Assessment

PK

Overview

The Early Childhood Program Self-Assessment was created to assist administrators in evaluating their early childhood programs and making program adjustments to meet the needs of all students.

What It Is

- A means of internal reflection and evaluation of current practices
- A voluntary method to identify areas of strength and opportunities for growth
- A process to measure the extent to which growth has occurred
- A tool to inform continuous improvement

What It Is Not

- A system of scoring, grading or labeling a program
- A tool used to publicly compare or judge prekindergarten programs
- A prekindergarten staff evaluation tool
- A means of comparing individual prekindergarten sites within a school district/charter

Early Childhood Program Self-Assessment Guide

A self-assessment guide is available to support local education agencies (LEAs) in utilizing the program evaluation tool. The guide provides definitions, explanations, resources, and other helpful information. The program self-assessment guide can be found on this TEA web page: <https://tea.texas.gov/ece-resources>.

Quality Components and Strategies



Access/Enrollment

- Eligible 4-year-olds
- Eligible 3-year-olds
- Outreach Strategies
- Enrollment Plan
- Enrollment Process



Administrative and Teaching Staff

- Educational Aide Qualifications
- Teacher Qualifications
- Teacher Evaluations
- Teacher Professional Development
- Coaching and Mentoring
- Administrator Professional Development
- Leading Continuous Improvement



Curriculum

- Curriculum
- Scope and Sequence
- Curricular Integration
- Vertical Alignment
- Horizontal Alignment



Instruction

- Instructional Activities
- Instructional Settings
- Supporting Special Populations
- Teacher Interactions with Students
- Supporting the Whole Child
- Student-to-Teacher Ratio



Assessment

- Formative Assessment
- Summative Assessment
- Data Driven Practices
- Family Input
- Referrals/Intervention



Learning Environments

- Physical Arrangement
- Link to Classroom Instruction
- Procedures and Routines
- Supporting Student Behavior
- Daily Schedule
- Classroom Displays
- Outdoor Environment



Family Engagement

- Family Engagement Plan
- Communication Practices
- Inclusive Family Engagement Policy
- Family Conferences and/or Home Visits
- Reporting Student Progress
- Program Expectations
- Attendance Plan
- On-Campus Opportunities
- Participation
- Support to Families



Transition

- LEA and non-LEA Shared Professional Development
- Collaborative Meetings with Early Care and Education Providers
- Sharing Student Data
- Family Transition Strategies
- Transition Plan

Early Childhood Program Self-Assessment for Prekindergarten Results

Mark the status for each strategy using the following key: **D**= Developing **P**= Proficient **E**= Exemplary

Strategy	Status	Strategy	Status	Strategy	Status
Access/Enrollment		Instruction		Family Engagement	
Eligible 4-Year-Olds	E	Instructional Activities	E	Family Engagement Plan	P
Eligible 3-Year-Olds	P	Instructional Settings	E	Communication Practices	E
Outreach Strategies	P	Supporting Special Populations	E	Inclusive Fam. Eng. Policy	E
Enrollment Plan	E	Teacher Interactions w/Students	E	Family Conferences/Home Visits	E
Enrollment Process	E	Supporting the Whole Child	E	Reporting Student Progress	E
Administrative and Teaching Staff		Student-to-Teacher Ratio	P	Program Expectations	D
Educational Aide Qualifications	P	Assessment		Attendance Plan	P
Teacher Qualifications	P	Formative Assessment	E	On-Campus Opportunities	D
Teacher Evaluations	P	Summative Assessment	NA	Participation	D
Teacher Professional Development	P	Data Driven Practices	E	Support to Families	D
Coaching and Mentoring	E	Family Input	P	Transitions	
Administrator Professional Development	P	Referrals/Intervention	E	LEA/non-LEA Shared Prof. Dev.	P
Leading Continuous Improvement	E	Learning Environments		Collaborative Meetings w/Early Care & Education Providers	D
Curriculum		Physical Arrangement	E	Sharing Student Data	E
Curriculum	E	Link to Classroom Instruction	P	Family Transition Strategies	P
Scope and Sequence	E	Procedures and Routines	P	Transition Plan	D
Curricular Integration	E	Supporting Student Behavior	P		
Vertical Alignment	E	Daily Schedule	P		
Horizontal Alignment	E	Classroom Displays	P		
		Outdoor Environment	P		