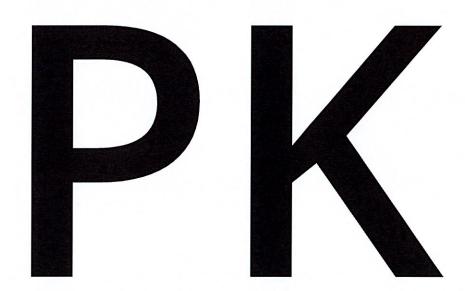


Program Self-Assessment



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
Access/Enrollment	
Eligible 4-Year-Olds	E
Eligible 3-Year-Olds	Р
Outreach Strategies	Р
Enrollment Plan	Е
Enrollment Process	Е
Administrative and Teaching Staff	
Educational Aide Qualifications	Р
Teacher Qualifications	Р
Teacher Evaluations	Р
Teacher Professional Development	Р
Coaching and Mentoring	Е
Administrator Professional Development	Р
Leading Continuous Improvement	Е
Curriculum	
Curriculum	Е
Scope and Sequence	Е
Curricular Integration	Е
Vertical Alignment	E
Horizontal Alignment	Е

Strategy	Status
Instruction	
Instructional Activities	Е
Instructional Settings	E
Supporting Special Populations	Е
Teacher Interactions w/Students	E
Supporting the Whole Child	Е
Student-to-Teacher Ratio	Р
Assessment	
Formative Assessment	Е
Summative Assessment	NA
Data Driven Practices	E
Family Input	Р
Referrals/Intervention	E
Learning Environments	
Physical Arrangement	Е
Link to Classroom Instruction	Р
Procedures and Routines	Р
Supporting Student Behavior	Р
Daily Schedule	Р
Classroom Displays	Р
Outdoor Environment	Р

Strategy	Status
Family Engagement	
Family Engagement Plan	Р
Communication Practices	Е
Inclusive Fam. Eng. Policy	Е
Family Conferences/Home Visits	E
Reporting Student Progress	Е
Program Expectations	D
Attendance Plan	Р
On-Campus Opportunities	D
Participation	D
Support to Families	D
Transitions	
LEA/non-LEA Shared Prof. Dev.	Р
Collaborative Meetings w/Early Care &	
Education Providers	D
Sharing Student Data	Е
Family Transition Strategies	Р
Transition Plan	D