



Alabama Quality STARS Quality Rating and Improvement System Day Care Center Verification Manual

How to Use this Document: Each domain of the Best Practice Rubric below includes a series of indicators, all of which have been assigned a point value. **It has been designed to be cumulative, so you will select only the indicators that fit your program.** Programs will be assessed using the Best Practice Rubric and the Classroom Assessment Scoring System (CLASS). Use this as a guide to help you gather documents needed to verify that your program meets the indicator and make note of your supporting evidence for later reference. (Documents should be organized to indicate which indicator for which they are evidence and gathered in one location such as a binder or file box prior to an Assessment visit. You will also be able to scan and upload documents straight to ALACEED. The QRIS specialist will either accept uploads or deny if the documents uploaded provide insufficient evidence or do not meet the criteria for the indicator). Use the Verification/Documentation and Resources columns to help you gather the correct evidence.

Indicators with special instructions are noted at the top of the domain. [Definitions](#) are noted at the end of the checklist. For indicators that require a supporting document, those are included in this checklist. ([Alabama Pathways Professional Lattice](#) and [Environmental Checklist](#))

Ratings will be assigned using the chart below:

	STAR 2	STAR 3	STAR 4	STAR 5
Total Minimum Best Practice Rubric Points (130 possible)	40 Points	80 Points	95 Points	110 Points
Minimum CLASS Score Points	n/a*	30 Points	40 Points	50 Points

* For STAR 2, the CLASS assessment will be conducted informally for training purposes only

A STAR Rating is assigned based on meeting the **minimum** required on the Best Practice Rubric and the CLASS* Score Points.

To earn a STAR Rating, the minimum number must be met **in both** the Best Practice Rubric and CLASS Scoring points

*See CLASS link on Criteria page of website for specific scoring process for CLASS

Domain 1: Curriculum and Instruction			
<p>•Block out the child’s name on all data reports submitted; identify child by initials, number, symbol, etc. *For indicator 1.2A-C, programs may select only 1 option that best fits.</p>			
Y/N	Indicator	Verification/Documentation	Resources/Examples
	1.1A A written plan for daily activities is in place and posted in the classroom (2 points)	<ul style="list-style-type: none"> Completed developmentally appropriate lesson plan or activity plan with current dates, posted in each classroom Evidence must be presented that plan is posted in each classroom (for document upload, 1 photo per classroom) 	<ul style="list-style-type: none"> NAEYC Standard 2 and 9A CFOC (4th Ed.) 2.1.1.1
Supporting Evidence:			
	1.1B A written plan for individualized activities for children is in place (2 points)	<ul style="list-style-type: none"> Completed lesson plan or activity plan with current dates and section for individualized activities for individual children and/or small groups 	<ul style="list-style-type: none"> NAEYC Standard 2 CFOC (4th Ed.) 2.1.1.1
Supporting Evidence:			
	1.1C A written plan for serving children with additional/special needs (including diagnosed disability, challenging behavior, medical/health needs, developmental delays, social-emotional needs, trauma, etc.) is in place (2 points)	<ul style="list-style-type: none"> Written policy explaining how program provides (or plans to provide) services for children with additional/special needs For currently enrolled children with additional/special needs, evidence should include: written plan for each child with dates of service, needs of child, goals, and supporting activities to meet the goals for each child 	<ul style="list-style-type: none"> NAEYC Standard 2 and 3 CFOC (4th Ed.) 2.1.1.1 and 3.5.0.1
Supporting Evidence:			

For 1.2A-C, select the 1 option that best fits.

	<p>1.2A Screen time* is not planned or utilized in the program (4 points) *(1.2A-C- Select only one option that best fits)</p>	<ul style="list-style-type: none"> • Written policy stating screen time is not used within the program • If contradicting evidence is observed during the Assessment visit, programs will not receive points for the related indicator. (Submitted lesson plans must not include reference to the use of screen time, screens and devices should not be available in classrooms, etc.) 	<ul style="list-style-type: none"> • CFOC (4th Ed.) 2.2.0.3
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Supporting Evidence:

	<p>1.2B When screen time* is planned, it is educational and limited to 30 minutes daily for children over 2 years of age (children 2 years and younger are not allowed screen time); screen time is not utilized during mealtime. (2 points) *(1.2A-C- Select only one option that best fits)</p>	<ul style="list-style-type: none"> • Written policy must specify how screen time may be planned and utilized • Policy must indicate that: <ul style="list-style-type: none"> • Screen time may only be educational in nature, and • Screen time must be limited to 30 minutes daily for children over 2 years of age. (Children 2 years of age and younger are not allowed screen time.) • If contradicting evidence is observed during the Assessment visit, programs will not receive points for the related indicator. (Submitted lesson plans that include reference to the use of screen time must be related to educational topic, any observed screen time must be educational and limited to 30 minutes for children over 2 years of age, etc.) 	<ul style="list-style-type: none"> • CFOC (4th Ed.) 2.2.0.3
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Supporting Evidence:

	<p>1.2C None of the Above* (0 points) *(1.2A-C- Select only one option that best fits)</p>	<ul style="list-style-type: none"> • Select 1.2C only if the program does not meet 1.2A OR 1.2B 	
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Supporting Evidence:

	1.3A A routine daily schedule with clip art or photographs is posted in each age group for children’s use (2 points)	<ul style="list-style-type: none"> Evidence must be presented that a picture schedule (including clip art or photographs) is posted in each classroom Schedule must be posted at children’s eye level 	<ul style="list-style-type: none"> NAEYC Standard 3
Supporting Evidence:			
	1.3B The daily schedule includes a combination of teacher- and child-led activities, structured and unstructured time, and includes opportunities for free play and exploration (2 points)	<ul style="list-style-type: none"> Daily schedule that includes all required components 	<ul style="list-style-type: none"> NAEYC Standard 3 Individualized Care and Daily Routines for Infants and Toddlers
Supporting Evidence:			
	1.4 A system is in place to share planned and/or completed activities with families at least weekly (2 points)	<ul style="list-style-type: none"> Evidence must be presented for each classroom and may include any of the following: <ul style="list-style-type: none"> Parent information board located where all parents can visit to see posted current activities Child take home folder including current planned activities Classroom social media page updated to reflect current planned and/or completed activities Parent communication app (Remind, Class Tag, etc.) used to send notifications about current planned and/or completed activities 	<ul style="list-style-type: none"> NAEYC Standard 1 and 7 CFOC (4th Ed.) 2.4.3.1 and 2.4.3.2
Supporting Evidence:			
	1.5A System is in place to rotate available materials in classroom to sustain children’s interest in items (1 point)	<ul style="list-style-type: none"> Written policy stating how the program rotates materials, <u>AND</u> Lesson/activity plan includes when materials are rotated (rotating materials must involve the addition of materials that are not always present in the classroom) 	<ul style="list-style-type: none"> NAEYC Standard 2A and 3
Supporting Evidence:			

	1.5B System is in place to routinely (at least once per month) rotate materials in classroom to enhance planned learning activities (1 point)	<ul style="list-style-type: none"> Written policy explaining how often and for what reasons program rotates materials, <u>AND</u> Dated lesson plans (within last 6 months) that include materials to be rotated and how the rotation relates to planned activities 	<ul style="list-style-type: none"> NAEYC Standard 2A and 3
Supporting Evidence:			
	1.6A A positive discipline policy that promotes realistic, age-appropriate, positive behavioral expectations is in place (2 points)	<ul style="list-style-type: none"> Written policy including specific explanation for how the program promotes positive discipline Policy must be distinct from a suspension/expulsion policy 	<ul style="list-style-type: none"> NAEYC Standard 1B, E, F and 3B
Supporting Evidence:			
	1.6B A procedure to respond to challenging behaviors is in place and includes tools/strategies to be used when behaviors do arise (2 points)	<ul style="list-style-type: none"> Written procedure explaining how the program responds to challenging behaviors and the steps that are taken, <u>AND/OR</u> Documented instance that details steps/actions taken by the program Action plan that includes the tools/strategies the program uses to address challenging behaviors 	<ul style="list-style-type: none"> NAEYC Standard 1B, E, F and 3B CFOC (4th Ed) 2.2.0.7
Supporting Evidence:			

Points Earned _____ of 22

Domain 2: Screening and Assessment

- Block out the child's name on all data reports submitted; identify child by initials, number, symbol, etc.**
 - Practice is expected for all children. Documentation is requested for 3 children per classroom.**
 - Additional records/documentation may be requested on site.**

Y/N	Indicator	Verification/Documentation	Resources/Examples
	2.1A Provider collects anecdotal notes/observations as a basis for teaching each child (2 points)	<ul style="list-style-type: none"> Documentation of 5 notes/observation data must be provided for 3 children per classroom (dated within the last 6 months) 	<ul style="list-style-type: none"> NAEYC Standard 4A Anecdotal Notes Summary

Supporting Evidence:			
	2.1B Provider shares anecdotal notes/observations with all families (2 points)	<ul style="list-style-type: none"> Provide current documentation (within the last 6 months) of how the program shares notes/observations with families for 3 children per classroom <ul style="list-style-type: none"> Documentation may include: Parent/Family-Teacher Conference, Home Visit Forms, Take Home Folders (documentation should be signed and dated) Note: This information can be shared face to face, electronically, or via phone 	<ul style="list-style-type: none"> NAEYC Standard 4E and 7B CFOC (4th Ed.) 2.1.1.4
Supporting Evidence:			
	2.2A Complete developmental screening annually on each child (2 points)	<ul style="list-style-type: none"> Policies/Procedures for developmental screenings state what screenings are used and when screenings are completed, <u>AND</u> Provide dated, completed screening tool for 3 children per classroom 	<ul style="list-style-type: none"> NAEYC Standard 4C, 7B and C PAS (2nd Ed.) Item 10 CFOC (4th Ed.) 2.1.1.4 CDC Developmental Monitoring and Screening Milestone Checklist
Supporting Evidence:			
	2.2B Complete the ASQ-3 developmental screening annually on each child (2 points)	<ul style="list-style-type: none"> Policies/Procedures state that ASQ-3 screening is used, detailing when screening is completed and that all children are screened, <u>AND</u> Provide dated, completed screening tool for 3 children per classroom 	<ul style="list-style-type: none"> NAEYC Standard 4C PAS (2nd Ed.) Item 10 Ages and Stages Questionnaire Sample Ages and Stages Questionnaire
Supporting Evidence:			
	2.2C Provider uses results from screening tool to provide individualized instruction and provide community resources and/or referral information if concerns are identified (2 points)	<ul style="list-style-type: none"> Provide documentation of policies/procedures for following up with services/supports for children, <u>AND</u> Provide documentation that individualized instruction is adapted from screening results, <u>AND</u> Provide a list of agencies and/or resources that the program shares with families 	<ul style="list-style-type: none"> NAEYC Standard 4C CFOC (4th Ed.) 10.7.0.1 PAS (2nd Ed.) Item 10 Ages and Stages Questionnaire

Supporting Evidence:			
	2.3A Use an assessment tool aligned with the Alabama Early Learning Guidelines (AELG) to assess children’s learning and development (2 points)	<ul style="list-style-type: none"> • Provide documentation of policies/procedures for assessing children’s learning and development, <u>AND</u> • Provide documentation of dated, completed assessment tool for 3 children per classroom (must be completed within the last year) <ul style="list-style-type: none"> • Assessment tool must assess children on a minimum of 3 developmental domains; developmental domains must align with the AELG 	<ul style="list-style-type: none"> • NAEYC Standard 4A • PAS (2nd Ed.) Item 11 • Alabama Early Learning Guidelines
Supporting Evidence:			
	2.3B Use a valid, reliable assessment tool at least two times per year with anecdotal notes as the foundation for the assessment (4 points)	<ul style="list-style-type: none"> • Provide documentation of dated, completed assessments for 3 children per classroom <ul style="list-style-type: none"> • When possible, records of assessments completed within the past year should be provided; if past records are not available, an assessment calendar/schedule may be presented as evidence 	<ul style="list-style-type: none"> • NAEYC Standard 4A and D • PAS (2nd Ed.) Item 11 • LAP B-K Ongoing Assessments • Teaching Strategies GOLD Assessment
Supporting Evidence:			
	2.3C Use assessment results to inform lesson or activity planning (2 points)	<ul style="list-style-type: none"> • Evidence must be provided for each classroom and may include the following: <ul style="list-style-type: none"> • Lesson/activity plan with goals for children listed <u>and</u> activities used to meet listed goals • Completed assessment report with goals for children listed 	<ul style="list-style-type: none"> • NAEYC Standard 4A and D • PAS (2nd Ed.) Item 11
Supporting Evidence:			
Points Earned _____ of 18			

Domain 3: Family Engagement

Y/N	Indicator	Verification/Documentation	Resources/Examples
	<p>3.1 Holds a family orientation that includes program philosophy, goals, objectives, and expectations; provides families with a detailed explanation of specific classroom curriculum (2 points)</p>	<ul style="list-style-type: none"> • Orientation plan/packet (examples may include: family handbook, presentation, agenda, etc.) that includes all required components, <u>AND</u> • Signed document to verify that families have received information (examples may include: signed family handbook/acknowledgement page, sign-in/-out form from orientation, etc.) • Plan and signed documents <u>must</u> include families from all classrooms 	<ul style="list-style-type: none"> • CFOC (4th Ed.) 2.3.1.1 • PAS (2nd Ed.) Item 16 • Example of program philosophy • Curriculum information for Infants and Toddlers • Curriculum information for Preschoolers • Program goals and objectives example
Supporting Evidence:			
	<p>3.2 Holds two family conferences per child annually to include family on each child's plan to meet goals in the classroom and home (4 points)</p>	<ul style="list-style-type: none"> • Policy and/or Family Handbook stating that the program conducts at least two parent/family conferences each calendar year, <u>AND</u> • Documentation of signed and dated conference form for at least 3 children per classroom <ul style="list-style-type: none"> • Two conference forms from the last calendar year may be presented, <u>or</u> • If all children in a classroom are newly enrolled in the program and no past records are available, a conference calendar/schedule may be presented as evidence 	<ul style="list-style-type: none"> • NAEYC Standard 2, 3 and 7 • CFOC (4th Ed.) 2.3.2.1 • PAS (2nd Ed.) Item 16
Supporting Evidence:			

	<p>3.3A Has a resources area that meets the needs and interests of the families served and has a parent lending library; resources are centered on health and well-being of the family (2 points)</p>	<ul style="list-style-type: none"> • Documentation should include photo documentation of the resource area • Resources area must include a lending library with materials/resources that families can check out/take home, <u>AND</u> • Resources related to: health & development, child development, community resources, etc. (i.e. flyers, handouts, booklets, etc.) <ul style="list-style-type: none"> • Supplemental documentation may also include surveys of family interests/needs, family handbook with information about the resource area, etc. 	<ul style="list-style-type: none"> • CFOC (4th Ed.) 2.4.3.1, 2.4.3.2 and 9.4.1.19 • PAS (2nd Ed.) Item 17 • Lending library information
Supporting Evidence:			
	<p>3.3B Family resources area provides parents with allotted times to use necessary technology (1 point)</p>	<ul style="list-style-type: none"> • Documentation may include any of the following: <ul style="list-style-type: none"> • Policy in family handbook explaining how and when parents can access the program’s technology resources • Sign-up sheet for parents to sign up for time slots 	
Supporting Evidence:			
	<p>3.4 Provides and/or connects families to training opportunities related to topics that address family needs (3 points)</p>	<ul style="list-style-type: none"> • Documentation may include any of the following (within the last year): <ul style="list-style-type: none"> • Flyers with training opportunities available for families • Announcements (written or verbal) provided to families about current trainings • Sign-up sheet, with date and title of trainings provided, that parents attended • Completed family needs survey/assessment and planned training(s) from results 	<ul style="list-style-type: none"> • NAEYC Standard 8 • CFOC (4th Ed.) 2.3.1.1 • PAS (2nd Ed.) Item 17
Supporting Evidence:			

	3.5 Family communication board per classroom with specific classroom information for families (2 points)	<ul style="list-style-type: none"> Documentation should include a photo of each classroom board (may be located inside classroom or in the hallway directly outside the classroom) Examples of information shared may include: lesson plans, schedule, menus, classroom news/announcements, etc. 	<ul style="list-style-type: none"> NAEYC Standard 8 PAS (2nd Ed.) Item 16
Supporting Evidence:			

Points Earned _____ of 14

Domain 4: Professional Credential

***For Indicators 4.1A-4.1F and 4.2D-4.2F, programs may select only 1 option that best fits. The Staff List & Professional Credential Verification form and Alabama Pathways Professional Lattice Guidance should be used to determine the appropriate choice.**

Y/N	Indicator	Verification/Documentation	Resources/Examples
	4.1A At least one teacher per classroom* has a minimum of AELG Credential (4 points) *(4.1A-4.1F- Select only one option that best fits)	<ul style="list-style-type: none"> Verified through audit of staff files (certificates, degrees, and/or transcripts) 	<ul style="list-style-type: none"> NAEYC Standard 6C CFOC (4th Ed.) 1.3.2-3 PAS (2nd Ed.) Items 23-25 Alabama Pathways (page 9)

Supporting Evidence:

	4.1B At least 50% of classrooms* have a teacher that meet level 2 or higher on the Alabama Pathways Professional Lattice (6 points) *(4.1A-4.1F- Select only one option that best fits)	<ul style="list-style-type: none"> Verified through audit of staff files (certificates, degrees, and/or transcripts) 	<ul style="list-style-type: none"> NAEYC Standard 6C CFOC (4th Ed.) 1.3.2-3 PAS (2nd Ed.) Items 23-25 Alabama Pathways (page 9)
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Supporting Evidence:

	4.1C 50% of classrooms* have a teacher assigned with level 3 or higher of the	<ul style="list-style-type: none"> Verified through audit of staff files (certificates, degrees, and/or transcripts) 	<ul style="list-style-type: none"> NAEYC Standard 6C CFOC (4th Ed.) 1.2.2-3
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	Alabama Pathways Professional Lattice (8 points) *(4.1A-4.1F- Select only one option that best fits)		<ul style="list-style-type: none"> • PAS (2nd Ed.) Items 23-25 • Alabama Pathways (page 9)
Supporting Evidence:			
	4.1D 50% of classrooms have a teacher assigned with level 4 or higher of the Alabama Pathways Professional Lattice (10 points) *(4.1A-4.1F- Select only one option that best fits)	<ul style="list-style-type: none"> • Verified through audit of staff files (certificates, degrees, and/or transcripts) 	<ul style="list-style-type: none"> • NAEYC Standard 6C • CFOC (4th Ed.) 1.2.2-3 • PAS (2nd Ed.) Items 23-25 • Alabama Pathways (page 9)
Supporting Evidence:			
	4.1E 50% of classrooms have a teacher assigned with level 5 or higher of the Alabama Pathways Professional Lattice (12 points) *(4.1A-4.1F- Select only one option that best fits)	<ul style="list-style-type: none"> • Verified through audit of staff files (certificates, degrees, and/or transcripts) 	<ul style="list-style-type: none"> • NAEYC Standard 6C • CFOC (4th Ed.) 1.2.2-3 • PAS (2nd Ed.) Items 23-25 • Alabama Pathways (page 9)
Supporting Evidence:			
	4.1F None of the Above (0 Points) *(4.1A-4.1F- Select only one option that best fits)	<ul style="list-style-type: none"> • Select 4.1F only if the program does not meet 4.1A-4.1E 	
Supporting Evidence:			
	4.1G Staff/Director have an advanced credential, including: CDA PD Specialist, PITC, IECMH, Montessori, NPPS, CCEI, and/or CCP *Only 1 credential per staff credited (1 point per unique credential, up to 3 points)	<ul style="list-style-type: none"> • Verified through audit of staff files (certificates, degrees, and/or transcripts) • Certificate of credential • CDA PD Specialist: Child Development Associate Professional Development Specialist • PITC: Program from Infant Toddler Care • IECMH: Infant and Early Childhood Mental Health • NPPS: National Program for Playground Safety • CCEI: ChildCare Education Institute • CCP: Certified Childcare Professional 	<ul style="list-style-type: none"> • NAEYC Standard 6C • CFOC (4th Ed.) 1.2.2-3 • PAS (2nd Ed.) Items 23-25

Supporting Evidence:			
	4.2A Director has completed 3 modules of the Aim for Excellence Credential (1 point)	<ul style="list-style-type: none"> • Certificate(s) of completion 	<ul style="list-style-type: none"> • CFOC (4th Ed.) 1.3.1.1 • PAS (2nd Ed.) Item 22 • McCormick Center for Early Childhood Leadership
Supporting Evidence:			
	4.2B Director has completed 6 modules of the Aim for Excellence Credential (1 point)	<ul style="list-style-type: none"> • Certificate(s) of completion 	<ul style="list-style-type: none"> • CFOC (4th Ed.) 1.3.1.1 • PAS (2nd Ed.) Item 22 • McCormick Center for Early Childhood Leadership
Supporting Evidence:			
	4.2C Director has completed 9 modules of the Aim for Excellence Credential (1 point)	<ul style="list-style-type: none"> • Certificate(s) of completion 	<ul style="list-style-type: none"> • CFOC (4th Ed.) 1.3.1.1 • PAS (2nd Ed.) Item 22 • McCormick Center for Early Childhood Leadership
Supporting Evidence:			
For 4.2 D-F, Programs may select only the 1 option that best fits			

	4.2D Director meets level 6 or higher* of the Alabama Pathways Professional Lattice (2 points) *(4.2D-4.2F– Select only one option that best fits)	<ul style="list-style-type: none"> Verified through audit of staff files (certificates, degrees, and/or transcripts) 	
Supporting Evidence:			
	4.2E Director meets level 7 or higher* of the Alabama Pathways Professional Lattice (4 points) *(4.2D-4.2F– Select only one option that best fits)	<ul style="list-style-type: none"> Verified through audit of staff files (certificates, degrees, and/or transcripts) 	
Supporting Evidence:			
	4.2 F None of the Above* (0 Points) *(4.2D-4.2F– Select only one option that best fits)	<ul style="list-style-type: none"> Select 4.2F only if the program does not meet 4.2D OR 4.2E 	
Supporting Evidence:			
Points Earned _____ of 22			

Domain 5: Environment			
*For Indicators 5.1A-5.1E, programs may select only 1 option that best fits. The Enhancement Checklist should be used to determine the appropriate choice.			
Y/N	Indicator	Verification/Documentation	Resources/Examples
	5.1A Each classroom scores at least 25%* on Environment Checklist (4 points) *(5.1A-5.1E – Select only one option that best fits)	<ul style="list-style-type: none"> Environment Checklist (completed by QRIS Specialist) 	<ul style="list-style-type: none"> Early Childhood Environment Rating Scale, Revised Infant/Toddler Environment Rating Scale, Revised Classroom Assessment Scoring System
Supporting Evidence:			

	<p>5.1B Each classroom scores at least 50%* on Environment Checklist (6 points) * (5.1A-5.1E – Select only one option that best fits)</p>	<ul style="list-style-type: none"> Environment Checklist (completed by QRIS Specialist) 	<ul style="list-style-type: none"> Early Childhood Environment Rating Scale, Revised Infant/Toddler Environment Rating Scale, Revised Classroom Assessment Scoring System
Supporting Evidence:			
	<p>5.1C Each classroom scores at least 75%* on Environment Checklist (8 points) *(5.1A-5.1E – Select only one option that best fits)</p>	<ul style="list-style-type: none"> Environment Checklist (completed by QRIS Specialist) 	<ul style="list-style-type: none"> Early Childhood Environment Rating Scale, Revised Infant/Toddler Environment Rating Scale, Revised Classroom Assessment Scoring System
Supporting Evidence:			
	<p>5.1D Each classroom scores at least 100%* on Environment Checklist e to children (10 points) *(5.1A-5.1E – Select only one option that best fits)</p>	<ul style="list-style-type: none"> Environment Checklist (completed by QRIS Specialist) 	<ul style="list-style-type: none"> Early Childhood Environment Rating Scale, Revised Infant/Toddler Environment Rating Scale, Revised Classroom Assessment Scoring System
Supporting Evidence:			
	<p>5.1E None of the Above* (0 points) *(5.1A-5.1E – Select only one option that best fits)</p>	<ul style="list-style-type: none"> Select 5.1E only if the program does not meet 5.1A-5.1D 	
Supporting Evidence:			
	<p>5.2 Outside playground has a completed playground assessment report by a certified National Program for Playground Safety (NPPS) Playground Inspector <u>or</u> Certified Playground Safety Inspector (CPSI) (4 points)</p>	<ul style="list-style-type: none"> Completed playground assessment report Report must be completed by certified NPPS playground inspector or CPSI <ul style="list-style-type: none"> Inspector must be an outside source 	<ul style="list-style-type: none"> NAEYC Standard 1D CFOC (4th Ed.) 10.3.4.7. NAEYC Position on Advancing Equity
Supporting Evidence:			

Points Earned _____ of 14

Domain 6: Program Design

Y/N	Indicator	Verification/Documentation	Resources/Examples
	6.1 Program Director serves as facilitator and mentor for Aim for Excellence (2 points)	<ul style="list-style-type: none"> Official certificate/credential 	<ul style="list-style-type: none"> McCormick Center for Early Childhood Leadership
Supporting Evidence:			
	6.2A Programs builds in time in the daily work schedule for teachers to have planning time of a minimum of 1 hour a week to complete paperwork associated with classroom and children (2 points)	<ul style="list-style-type: none"> Program must provide a minimum of 1 hour per week of planning time for at least one teacher per classroom Planning time must be free of child responsibility Documentation may include: <ul style="list-style-type: none"> Policy providing information about teachers' planning time Copy of teacher schedule indicating when planning time occurs Completed teacher planning notes/ checklist with dates listed 	<ul style="list-style-type: none"> NAEYC Standard 4D and 6A CFOC (4th Ed.) 9.4.3.1 PAS (2nd Ed.) Item 6
Supporting Evidence:			
	6.2B Program has a plan in place to address teacher turnover (2 points)	<ul style="list-style-type: none"> Documentation must include a policy and/or plan that addresses ways to prevent teacher turnover and/or recruit staff in the event of turnover Examples may include: <ul style="list-style-type: none"> Plan that maps out incentives for teachers based on years of service, credentials earned, etc. Plan for recruiting/hiring qualified staff 	<ul style="list-style-type: none"> NAEYC Standard 6.A CFOC (4th Ed.) 1.7.0.5 and 1.8.1
Supporting Evidence:			

	<p>6.2C Program has a plan in place to achieve continuity of care (children have consistent caregivers) (2 points)</p>	<ul style="list-style-type: none"> • Policy about how staffing/scheduling of classroom staff is handled • Policy must address continuity of care in one of the following ways: <ul style="list-style-type: none"> • Over the course of the day (children are with the same caregivers/class throughout the day) • Day-to-day (children have the same caregivers every day) • Year-to-year (children are with the same caregivers for their entire tenure in the program) • Supporting evidence may include: teacher schedules, staff attendance policy, classroom rosters with assigned caregivers, sign-in/-out sheets 	<ul style="list-style-type: none"> • NAEYC Standard 6A and 10B • CFOC (4th Ed.) 1.8.1, 2.1.1.1, 2.1.2.1 and 9.3 • PAS (2nd Ed.) Item 6
Supporting Evidence:			
	<p>6.2D Program provides benefits to staff (i.e., insurance, paid time off, paid holidays, retirement, tuition benefits, wellness programs, etc.) (2 points)</p>	<ul style="list-style-type: none"> • Documentation must include policy/statement listing benefits provided for all full-time staff, starting at the time of employment • Program must provide at least one of the listed benefits 	<ul style="list-style-type: none"> • NAEYC Standard 6A • CFOC (4th Ed.) 1.8.1.1 and 9.3.0.1 • PAS (2nd Ed.) Item 5
Supporting Evidence:			
	<p>6.2E Program offers an orientation process for onboarding new staff (2 points)</p>	<ul style="list-style-type: none"> • Policy explaining the orientation process, <u>AND</u> • Signed and dated employee orientation form/packet, program handbook, acknowledgement page, etc. 	<ul style="list-style-type: none"> • NAEYC Standard 6A and 10 • CFOC (4th Ed.) 1.4.2.1 and 9.3.0.1 • PAS (2nd Ed.) Item 1
Supporting Evidence:			
	<p>6.3A Program has a routine maintenance checklist for indoors (1 point)</p>	<ul style="list-style-type: none"> • Copy of completed checklist (must include specific tasks) with date completed 	<ul style="list-style-type: none"> • NAEYC Standard 9C • CFOC (4th Ed.) 3.3.0.1 and 5.7.0 • PAS (2nd Ed.) Item 7

Supporting Evidence:			
	6.3B Program has a routine maintenance checklist for outdoors (1 point)	<ul style="list-style-type: none"> • Copy of completed checklist (must include specific tasks) with date completed 	<ul style="list-style-type: none"> • NAEYC Standard 9C • CFOC (4th Ed.) 5.7.0 • PAS (2nd Ed.) Item 7
Supporting Evidence:			
	6.4 Program has a means to evaluate impact of program (i.e., staff survey, family survey) (2 points)	<ul style="list-style-type: none"> • Copy of completed survey by family and/or staff (within the last year) 	<ul style="list-style-type: none"> • NAEYC Standard 10 • PAS (2nd Ed.) Item 14
Supporting Evidence:			
	6.5 Program has an operating budget that includes income and expenses (2 points)	<ul style="list-style-type: none"> • Copy of current center-specific budget showing income and expenses 	<ul style="list-style-type: none"> • NAEYC Standard 10C • PAS (2nd Ed.) Item 12 and 13
Supporting Evidence:			
	6.6A Program has a policy describing staff's acceptable use of technology during work hours (1 point)	<ul style="list-style-type: none"> • Policy with details on how the program handles staff use of technology during working hours • Policy about rules for technology use with staff signatures 	<ul style="list-style-type: none"> • PAS (2nd Ed.) Item 21
Supporting Evidence:			
	6.6B Program has a policy in place describing staff's acceptable use of social media (1 point)	<ul style="list-style-type: none"> • Policy with details on how the program handles staff use of social media • Policy regarding social media use signed by staff 	<ul style="list-style-type: none"> • PAS (2nd Ed.) Item 21
Supporting Evidence:			
	6.7A Program establishes partnerships with local community service agencies to connect families to services (2 points)	<ul style="list-style-type: none"> • Documentation of current partnerships with listed services provided • Documentation may include a list of partnerships <u>and/or</u> evidence of implementation (i.e. signed agreement, MOU, etc.) 	<ul style="list-style-type: none"> • PAS (2nd Ed.) Item 17 & 19 • https://alabamafamilycentral.org/

		<ul style="list-style-type: none"> Examples of service agencies/resources may include: early intervention, dentist/vision/pediatric screening, mental health services, transportation, adult education resources, local libraries/community centers, food or clothing donation services, etc. 	
Supporting Evidence:			
	<p>6.7B Program has a transition to school plan and partnerships with feeder schools in which children will transition (1 point)</p>	<ul style="list-style-type: none"> Policy or statement in family and/or staff handbook of how the program handles transitions and partnerships to schools, <u>AND</u> Documentation of how the transition plan is implemented, which may include: <ul style="list-style-type: none"> List of feeder schools, registration dates, and/or kindergarten assessment samples Informational flyers from feeder schools Individual transition plans School readiness plans, etc. 	<ul style="list-style-type: none"> PAS (2nd Ed.) Item 19 CFOC (4th Ed.) 9.2.2.1
Supporting Evidence:			
	<p>6.7C Program director participates in community and state level committees (1 point)</p>	<ul style="list-style-type: none"> Committees may be focused on early care and education <u>or</u> a business, civic, or faith-based organization <ul style="list-style-type: none"> Examples may include: Children’s Policy Council, educational advisory council, United Way, chamber of commerce, church/synagogue/mosque/temple, etc. Documentation of participation (minutes, notes, agenda, etc.) from meetings with dates of attendance <ul style="list-style-type: none"> Must document director’s attendance 	<ul style="list-style-type: none"> PAS (2nd Ed.) Item 19
Supporting Evidence:			
	<p>6.8A Program has a structure in place to actively recruit children and families with diverse demographics and/or needs (1 point)</p>	<ul style="list-style-type: none"> Policy or plan that details the steps taken to recruit children and families with diverse demographics/needs into the program, <u>and/or</u> 	<ul style="list-style-type: none"> CFOC (4th Ed.) 2.1.1.8 NAEYC Position on Advancing Equity

		<ul style="list-style-type: none"> Program must show evidence of recruitment efforts (may include: flyers, partnerships with community resources, accepting subsidy, offering scholarships, advertising, etc.) 	
Supporting Evidence:			
	<p>6.8B The demographics and/or diverse needs of children do not exclude them from acceptance into the program if reasonable accommodations can be made (1 point)</p>	<ul style="list-style-type: none"> Policy of acceptance that states that children will not be excluded if reasonable accommodations can be made, <u>and</u> Plan for how the program will accommodate the diverse needs of children and families 	<ul style="list-style-type: none"> NAEYC Standard 2 CFOC (4th Ed.) 2.1.1.8, 3.5.0.1, 5.3.2, 6.2.5.1, 9.2.1.5 and 10.3.4.7
Supporting Evidence:			
	<p>6.8C Program provides or connects staff to training opportunities to equip them to meet the (social-emotional, cognitive, developmental, physical) needs of all children (2 points)</p>	<ul style="list-style-type: none"> Documentation may include: <ul style="list-style-type: none"> Current training log with dates and type of training (within the last year) Copy of trainings offered/available to staff from community agencies Training policy specific to needs of staff with details about how the program determines needs 	<ul style="list-style-type: none"> CFOC (4th Ed.) 3.5.0.1 and 6.2.5.1 PAS (2nd Ed.) Item 3
Supporting Evidence:			
	<p>6.9A Program maintains staff to child ratios accordingly (3 points):</p> <p>0-18 months 1:4 18-2.5 years 1:6 24-36 months 1:7 2.5-4 years 1:10 4-school age 1:16 School Age-8 1:20 8 years and older 1:20</p>	<ul style="list-style-type: none"> Center staff list for each classroom with number of staff and <u>max number of children allowed</u> per classroom* Program policy stating staff to child ratios <p>*This can be different than Licensing capacity</p>	<ul style="list-style-type: none"> NAEYC Standard 10 CFOC (4th Ed.) 2.2.0.1
Supporting Evidence:			

	<p>6.9B Program maintains appropriate group size accordingly (3 points):</p> <p>0-18 months 8 18-2.5 years 12 24-36 months 14 2.5-4 years 20 4-school age 32 School Age-8 40 8 years and older 1:20</p>	<ul style="list-style-type: none"> List for each classroom with <u>max number of children allowed</u> per classroom group* Program policy stating staff to child ratios <p>*This can be different than Licensing capacity</p>	<ul style="list-style-type: none"> NAEYC Standard 10 CFOC (4th Ed.) 2.2.0.1
Supporting Evidence:			
	<p>6.10 Program has earned national early childhood accreditation and is active (6 points)</p>	<ul style="list-style-type: none"> Copy of Accreditation/Certificate with current date 	<ul style="list-style-type: none"> NAEYC
Supporting Evidence:			
<p>Points Earned _____ of 40</p>			

Definitions

- **Developmentally appropriate** – practice of designing instruction, strategies, and teaching practice based on what children are developmentally able to do cognitively, physically, and emotionally
- **Individualized** – tailored to a specific child; based on developmental, physical, social-emotional, or environmental need, unique interests, and abilities, etc.
- **Routine** – regularly occurring according to a fixed schedule (required frequency may be noted in indicator)
- **Screen time** – any media content viewed on mobile phone, tablet, computer, television, video, film, and DVD.
- **System** – a set of procedures and/or organized framework according to which something is done
- **Valid and reliable** – research-proven to measure accurately and consistently what the tool is intended to measure

Alabama Pathways Professional Lattice

<i>Alabama Pathways Professional Development Lattice</i>		
	Training and Education	Training and Education Resources
Level 1	Minimum Standards training requirements and/or Alabama Early Learning Guidelines (AELG) Credential	Alabama Department of Human Resources (DHR) Child Care Services Division; DHR Quality Enhancement Contractors; Local, Statewide, Regional and National Professional Child Care Organizations
Level 2	Child Development Associate (CDA) Credential or other national credential in child care/early care and education	Council for Professional Recognition; DHR Regional Quality Enhancement Contractors; Alabama Community College System (ACCS) Institutions
Level 3	Short Certificate and/or Certificate in Child Development/Early Care & Education	Alabama Community College System (ACCS) 2-Year Institutions
Level 4	Associate in Applied Science/Technology (AAS or AAT) Degree in Child Development/Early Care & Education, and/or Associate in Arts/Science (AA or AS) Degree in Child Development/Early Childhood Education including 18 child development/early childhood specific credits	Alabama Community College System (ACCS) 2-Year Institutions
Level 5	Bachelor's Degree in Child Development, Early Childhood Education, or Elementary Education including 30 child development/early childhood specific credits	Athens State University; Public and Private 4-Year Colleges and Universities
Level 6	Master's Degree in Child Development, Early Childhood Education, or Elementary Education including 15 child development/early childhood specific credits	Public and Private 4-Year Colleges and Universities
Level 7	Education Specialist (Ed.S.) Degree in Child Development, Early Childhood Education, or Elementary Education including 15 child development/early childhood specific credits	Public and Private 4-Year Colleges and Universities
Level 8	Doctor of Philosophy (Ph.D.) Degree or Doctor of Education (Ed.D.) Degree in Child Development, Early Childhood Education, or Elementary Education including 15 child development/early childhood specific credits	Public and Private 4-Year Colleges and Universities

Level 1- Alabama Early Learning Guidelines (AELG) Credential

- Verify a certificate of completion from Quality Enhancement Agencies or APT

Level 2- Child Development Associate (CDA) Credential OR other national credential in child care/ECE

- Verify a current CDA (check for valid dates)
- Examples of other credentials are the Montessori Infant and Toddler or Early Childhood credential

Level 3- Short Certificate or Certificate in CD/ECE

- This is offered by the community colleges and different colleges issue different certificates with varying hours and credits
- To count for level 3, the certificates must total at least **18 hours**
- Verify 18 hours of CD/ECE on transcript if the certificates do not specify the number of hours

Level 4- Associate's in Applied Science / Technology or an Associate's in Arts / Sciences with at least 18 CD / ECE semester credit hours.

- The difference between these 2 types of Associates is that the Associate's in Arts & Sciences is usually a transfer degree with primarily core coursework (math, English, science, etc.)
- Verify degree completion and verify transcript with 18 hours of CD/ECE coursework

Level 5- Bachelor's degree in CD / ECE or an Elementary Education degree with at least 30 CD / ECE semester credit hours

- Verify degree completion if degree is in CD/ECE
- If degree in Elem Ed, verify 30 hours of CD/ECE coursework on transcript

Levels 6, 7, and 8- Master's, Education Specialist, and doctorate degrees in CD / ECE or an Elementary Education degree with at least 15 CD / ECE semester credit hours.

- Verify degree completion if degree is in CD/ECE
- If degree in Elem Ed, verify 15 hours of CD/ECE coursework on transcript

****When verifying CD/ECE coursework**

- Look for prefixes or course titles that indicate the coursework meets requirement
- Course prefixes CD and ECE would count, but there could possibly be others
- Credit for CD/ECE coursework can be received if the course title includes early childhood, child development, young children, infant/toddler, or early intervention. The course title should include words like child, young, early, etc. (ex. A course titled Human Development would need a CD/ECE prefix since it doesn't include those key words)
- If a course does not have a CD/ECE prefix and the title does not include those key words, but you feel it may meet requirements, you can look at a course description/syllabus to verify that the majority of the course focuses on early childhood
- Pay attention to semester hours vs. quarter hours

Environmental Checklists

Infant Classroom Environment Workbook (Best Practice Rubric 5.1 A-D)

This instrument aligns age groups with the CLASS tools.

Infants are Birth-18 months of age.

If a classroom includes both infants and toddlers, rate all infant and toddler items.

Area	Justification	Yes= 1; No=0
Learning Environment Arrangement	Learning environment is organized so children have adequate space to move freely (e.g. roll over and/or crawl).	
	Comfortable furniture for adults is available for caregivers and infants to relax in together.	
	Quiet (rest/sleeping) and loud (active play) areas are separated.	
Materials	Toys are stored on low shelves or in bins or baskets accessible to infants	
	Learning environment has labels for materials.	
Storage	Each child's individual cubby is labeled with name and picture of child and located inside the learning environment.	
	There is sufficient storage (example: bins, baskets, low shelves) to contain all needed materials throughout the learning environment, without clutter or overcrowding	

	Shelves are clean, free of residue, varnish is in excellent condition, and shelves appear like-new.	
Interest Areas	Materials for at least three "interest areas" are stored together and accessible. (Interest areas may include dramatic play, sensory play, library/book area, blocks, manipulatives, art, etc.)	
Diversity	Diversity is represented throughout the learning environment in a positive way, including race, culture, age, and ability (at least one example of each).	
	Diversity is shown in displays, books, and accessible play materials	
Art	Art display is inside the learning environment, at children's eye level.	
	Majority of children's artwork demonstrates creativity/free choice. Artwork should be visibly different, demonstrating that children have not been asked to complete the artwork in a pre-determined way.	
Sensory	Play areas offer a variety of sensory experiences related to sight, sound, and touch.	
Dramatic Play	Learning environment has materials related to dramatic play, including soft washable baby dolls, phones, and toys.	

Stories and Books	Books are accessible to children and teachers with age-appropriate books (e.g. washable, sturdy, chewable books made of cloth, plastic or vinyl; board books; books with real life pictures; books with songs and/or rhymes; family picture book).	
	Learning environment has comfortable area for story sharing with space for all children in the class (e.g. soft furniture, soft carpet).	
Fine Motor	There are enough toys that each child in the room can have a toy that encourages problem solving and/or fine motor skills.	
Gross Motor	Materials (at least one item per child) are available for mobile infants to encourage them to test gross motor skills and coordination. (e.g. balls, push/pull toys, wagons, safe, right-sized climbing structures, ramps, steps)	
Natural Materials	Learning environment has at least 1 living item (e.g. a non-toxic plant, pet, etc.)	
Family Representation	Learning environment has pictures of the children and of the children's families on eye level.	
SCORING	Total "Yes"	0
	Score is % Yes/Total	0

Toddler Classroom Environment Workbook (Best Practice Rubric 5.1 A-D)

This instrument aligns age groups with the CLASS tools.

Toddlers are 15-35 months of age.

If a classroom includes both infants and toddlers, rate all infant and toddler items.

Area	Justification	Yes= 1; No=0
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Learning Environment Arrangement	Learning environment is arranged so children have adequate space to move freely around interest areas.	
	There is space for large and small grouping.	
	Learning environment arrangement allows for staff to see all children at a glance.	
	All quiet and loud areas are separated.	
Materials	Materials are sufficient, accessible, and in good condition.	
	Learning environment has labels for materials.	
Storage	Each child's individual cubby is labeled with name and picture of child and located inside the learning environment.	
	There are sufficient shelves to store all needed materials throughout the learning environment, without clutter or overcrowding	
	Shelves are clean, free of residue, varnish is in excellent condition, and shelves appear like-new.	
Interest Areas	At least three interest areas are identified and clearly defined.	
	There is a variety of materials for children to utilize in the interest areas. (Interest areas may include dramatic play, sensory play, library/book area, blocks, manipulatives, art, etc.)	
Diversity	Diversity is represented throughout the learning environment in a positive way, including race, culture, age, and ability (at least one example of each).	

	Diversity is shown in displays, books, and accessible play materials	
Art	Art display is inside the learning environment, at children's eye level.	
	Majority of children's artwork demonstrates creativity/free choice. Artwork should be visibly different, demonstrating that children have not been asked to complete the artwork in a pre-determined way.	
	There is a defined interest area in the learning environment for art that includes a variety of materials such as paper, crayons, and markers.	
Sensory	Play areas offer a variety of sensory experiences related to sight, sound, and touch.	
	The learning environment has a sensory table/tub that includes sensory materials such as sand, water, textured materials.	
Dramatic Play	The learning environment has a variety of materials in good condition organized into an interest area for dramatic play.	
Language & Literacy	Book area is clearly defined and accessible to children.	
	Examples of meaningful print are present in the classroom and paired with pictures or objects at children's eye level (examples could include: dictation paired with children's art or photographs, labels in classroom, environmental charts, materials labeled with pictures, etc.)	
	Books are developmentally appropriate and in good repair.	

Fine Motor	There are a variety of materials accessible to children that encourage fine motor play. Materials may include puzzles, busy gears, large pop beads, pegboards, large beads and strings, squeeze toys, stacking tower, connecting blocks, shape sorters, play dough, matching games, drawing and painting implements, etc.	
	At least 5 different types of materials present in the learning environment	
	The materials are complete and in good condition.	
Gross Motor	There are at least 2 different types of gross motor materials accessible to children. (Examples may include: activity mats, pull up bar, push/pull toys, stepping stones, parachute, etc.)	
	The indoor learning environment has an area that is large enough to encourage/accommodate gross motor movement.	
Math	There are a variety of accessible materials that encourage awareness of numbers, quantity, counting, shapes, or measurement accessible to the children. (Examples may include: sequencing toys, puzzles, sorting activities, cause-and-effect games, shape sorters, blocks, connecting blocks, linking toys, ball drop toys, magnetic toys, etc.)	
	At least 5 different types of materials are present, unique to math and number skills.	

Science	There are a variety of accessible materials in the learning environment for science exploration. (Examples may include: colored viewers; magnifying lenses; binoculars; flashlights; magnets; toy insects or reptiles; a simple body parts puzzle; nonfiction books about science/nature topics; sensory table (water, sand) with toys for scooping, pouring, measuring, using funnels; natural materials such as non-toxic plants or pets, etc.)	
	At least 5 different types of materials present, unique to scientific exploration.	
Natural Materials	Learning environment has at least 1 living item (e.g. a non-toxic plant, pet, etc.).	
Self-Regulation	There is at least one age-appropriate area that promotes children's self-regulation with soft pillows or furniture AND other materials such as; feelings books, soft toys or dolls, posters, etc.	
SCORING	Total "Yes"	0
	Score is % Yes/Total	0

PreSchool Classroom Environment Workbook (Best Practice Rubric 5.1 A-D)

This instrument aligns age groups with the CLASS tools.

Preschoolers are 3-5 years old.

Area	Justification	Yes= 1; No=0
Learning Environment Arrangement	Learning environment is arranged so children have adequate space to move freely around interest areas.	
	There is space for large and small grouping.	
	Learning environment arrangement allows for staff to see all children at a glance.	
	All quiet and loud areas are separated.	

Materials	Materials are sufficient, accessible, and in good condition.	
	Learning environment has labels for materials.	
Storage	Each child's individual cubby is labeled with name and picture of child and located inside the learning environment.	
	There are sufficient shelves to store all needed materials throughout the learning environment, without clutter or overcrowding	
	Shelves are clean, free of residue, varnish is in excellent condition, and shelves appear like-new.	
Interest Areas	At least five interest areas are identified and clearly defined.	
	There is a variety of materials for children to utilize in the interest areas. (Interest areas may include dramatic play, sensory play, library/book area, blocks, manipulatives, art, etc.)	
	There is adequate space for children to work and explore in the interest areas with peers and/or teacher	
Diversity	Diversity is represented throughout the learning environment in a positive way, including race, culture, age, and ability (at least one example of each).	
	Diversity is shown in displays, books, and accessible play materials	

Art	Art is a clearly defined interest area that consists of a variety of materials including collage materials (glue, yarn, pom poms, pipe cleaners, etc.), playdough, and tools (scissors, hole punch, stencils, tape, etc.), paint, paint brushes, crayons, and markers.	
	Majority of children's artwork demonstrates creativity/free choice. Artwork should be visibly different, demonstrating that children have not been asked to complete the artwork in a pre-determined way.	
	Children's artwork is displayed in the learning environment at children's eye level	
	Children's displayed art should include 3D or sculptural artwork	
Sensory	At least three interest areas offer a variety of sensory experiences related to sight, sound, and touch.	
	The learning environment has a sensory table/tub that includes sensory materials such as sand, water, textured materials.	
Dramatic Play	The learning environment has a variety of materials in good condition organized into an interest area for dramatic play.	
	Items in the dramatic play are varied and allow for expanded use; items are accessible to the children.	

Language & Literacy	Book area is clearly defined and accessible to children.	
	Books are accessible in multiple interest areas.	
	Books are developmentally appropriate and in good repair.	
	Examples of meaningful print are present in the classroom and paired with pictures or objects at children's eye level (examples could include: dictation paired with children's art or photographs, labels in classroom, environmental charts, materials labeled with pictures, etc.)	
	Printed names of children are used in multiple areas of the learning environment.	
	All of the children's home language is represented in print and accessible to children (Mark yes if a child's home language is represented in books - if all children have English as a home language mark yes if all books are in English)	
Fine Motor	There are a variety of materials accessible to children that encourage fine motor play. Materials may include puzzles, busy gears, large pop beads, pegboards, large beads and strings, squeeze toys, stacking tower, connecting blocks, shape sorters, play dough, matching games, drawing and painting implements, etc.	
	At least 5 different types of materials present in the learning environment.	
	The materials are complete and in good condition.	

Gross Motor (Indoor Accessibility)	There are at least 2 different types of gross motor materials accessible to children. (Examples may include: activity mats, pull up bar, push/pull toys, stepping stones, parachute, etc.)	
	The indoor learning environment has an area that is large enough to encourage/accommodate gross motor movement.	
Math	There are a variety of accessible materials that encourage awareness of numbers, quantity, counting, shapes, or measurement accessible to the children. (Examples may include: sequencing toys, puzzles, sorting activities, cause-and-effect games, shape sorters, blocks, connecting blocks, linking toys, ball drop toys, magnetic toys, etc.)	
	At least 5 different types of materials are present, unique to math and number skills.	
Science	There are a variety of accessible materials in the learning environment for science exploration. (Examples may include: colored viewers; magnifying lenses; binoculars; flashlights; magnets; toy insects or reptiles; a simple body parts puzzle; nonfiction books about science/nature topics; sensory table (water, sand) with toys for scooping, pouring, measuring, using funnels; natural materials such as non-toxic plants or pets, etc.)	
	At least 5 different types of materials present, unique to scientific exploration.	
Natural Materials	Learning environment has at least 1 living item (e.g. a non-toxic plant, pet, etc.).	
Self-Regulation	There is at least one age-appropriate area that promotes children's self-regulation with soft pillows or furniture AND other materials such as: feelings books, soft toys or dolls, posters, etc.	
	This area must be distinct from other areas of the classroom.	
Blocks	There are enough blocks, space, and at least three different types of accessories for three or more children to build a sizeable structure.	
	Space is designed as a stand-alone center.	

SCORING	Total "Yes"	0
	Score is % Yes/Total	0