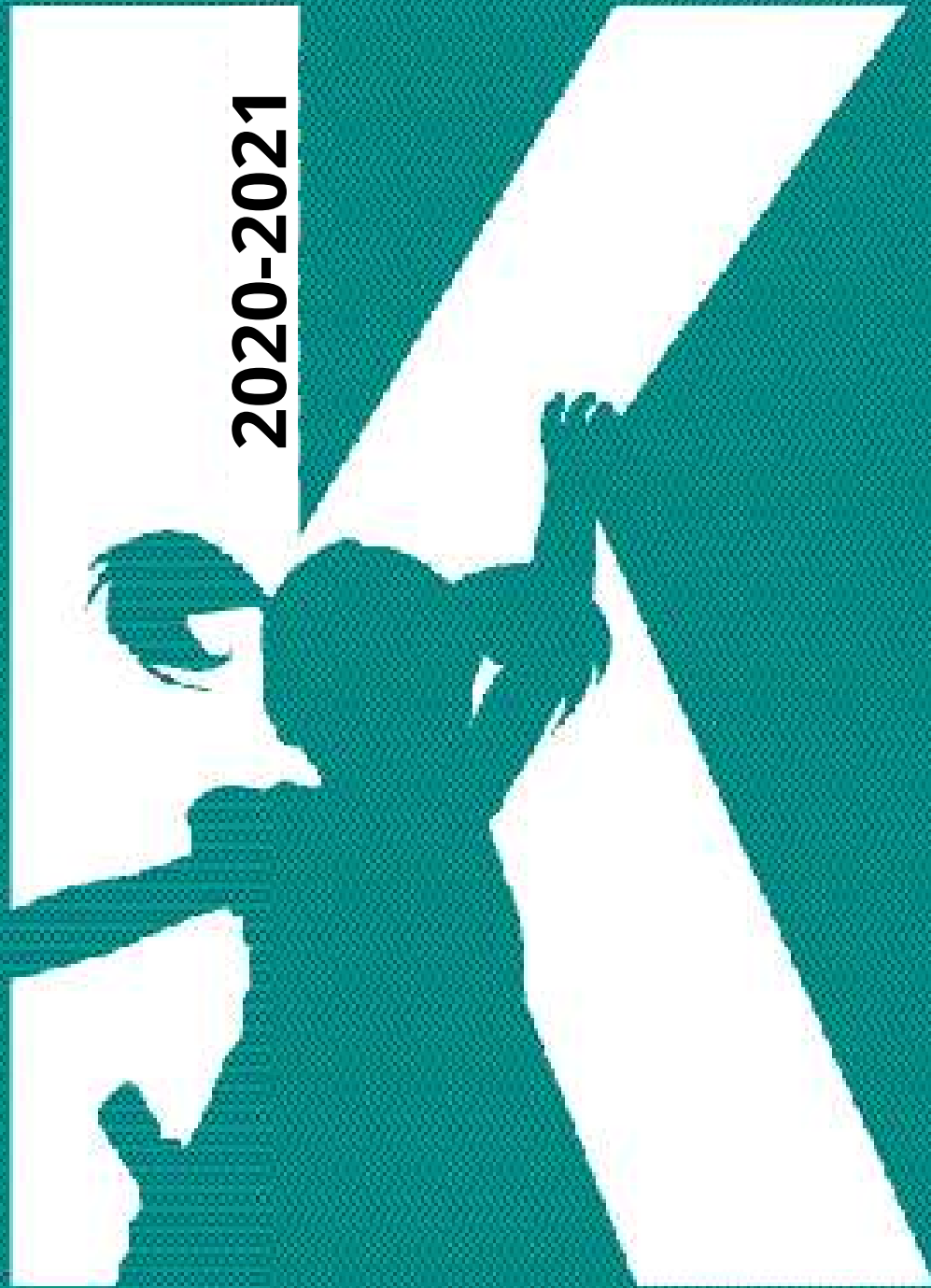




Early Childhood
Program Self-Assessment
Prekindergarten



2020-2021

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/academics/early-childhood-education/high-quality-early-childhood-program-self-assessment>.





Quality Components and Strategies

Component	Strategies	Component	Strategies
 <p>Access / Enrollment</p>	<ul style="list-style-type: none"> ✓ Eligible 4-year-olds ✓ Eligible 3-year-olds ✓ Outreach Strategies ✓ Enrollment Plan ✓ Enrollment Process 	 <p>Assessment</p>	<ul style="list-style-type: none"> ✓ Formative Assessment ✓ Summative Assessment ✓ Data-Driven Practices ✓ Family Input ✓ Referrals/Intervention
 <p>Administrative and Teaching Staff</p>	<ul style="list-style-type: none"> ✓ Education Aide Qualifications ✓ Teacher Qualifications ✓ Teacher Evaluations ✓ Teacher Professional Development ✓ Coaching and Mentoring ✓ Administrator Professional Development ✓ Leading Continuous Improvement 	 <p>Learning Environments</p>	<ul style="list-style-type: none"> ✓ Physical Arrangement ✓ Link to Classroom Instruction ✓ Procedures and Routines ✓ Supporting Student Behavior ✓ Daily Schedule ✓ Classroom Displays ✓ Outdoor Environment
 <p>Curriculum</p>	<ul style="list-style-type: none"> ✓ Curriculum ✓ Scope and Sequence ✓ Curricular Integration ✓ Vertical Alignment ✓ Horizontal Alignment 	 <p>Family Engagement</p>	<ul style="list-style-type: none"> ✓ 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
 <p>Instruction</p>	<ul style="list-style-type: none"> ✓ Instructional Activities ✓ Instructional Settings ✓ Supporting Special Populations ✓ Children with Special Needs ✓ Teacher Interactions with Students ✓ Supporting the Whole Child ✓ Student to Teacher Ratio 	 <p>Transition</p>	<ul style="list-style-type: none"> ✓ 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

 Access / Enrollment	Developing	Proficient	Exemplary
Eligible 4-year-olds			<input checked="" type="checkbox"/>
Eligible 3-year-olds		<input checked="" type="checkbox"/>	
Outreach Strategies			<input checked="" type="checkbox"/>
Enrollment Plan			<input checked="" type="checkbox"/>
Enrollment Process		<input checked="" type="checkbox"/>	
 Administrative and Teaching Staff	Developing	Proficient	Exemplary
Educational Aide Qualifications		<input checked="" type="checkbox"/>	
Teacher Qualifications		<input checked="" type="checkbox"/>	
Teacher Evaluations		<input checked="" type="checkbox"/>	
Teacher Professional Development			<input checked="" type="checkbox"/>
Coaching and Mentoring			<input checked="" type="checkbox"/>
Administrator Professional Development	<input checked="" type="checkbox"/>		
Leading Continuous Improvement			<input checked="" type="checkbox"/>
 Curriculum	Developing	Proficient	Exemplary
Curriculum		<input checked="" type="checkbox"/>	
Scope and Sequence			<input checked="" type="checkbox"/>
Curricular Integration		<input checked="" type="checkbox"/>	
Vertical Alignment	<input checked="" type="checkbox"/>		
Horizontal Alignment			<input checked="" type="checkbox"/>
 Instruction	Developing	Proficient	Exemplary
Instructional Activities		<input checked="" type="checkbox"/>	
Instructional Settings		<input checked="" type="checkbox"/>	
Supporting Special Populations			<input checked="" type="checkbox"/>
Children with Special Needs			<input checked="" type="checkbox"/>
Teacher Interactions with Students			<input checked="" type="checkbox"/>
Supporting the Whole Child			<input checked="" type="checkbox"/>
Student to Teacher Ratio		<input checked="" type="checkbox"/>	

This is a summary table that allows the user to record the scores for all of the strategies within each component of the Self-Assessment.

 Assessment	Developing	Proficient	Exemplary
Formative Assessment		<input checked="" type="checkbox"/>	
Summative Assessment			<input checked="" type="checkbox"/>
Data-Driven Practices		<input checked="" type="checkbox"/>	
Family Input		<input checked="" type="checkbox"/>	
Referrals/Intervention		<input checked="" type="checkbox"/>	
 Learning Environments	Developing	Proficient	Exemplary
Physical Arrangement		<input checked="" type="checkbox"/>	
Link to Classroom Instruction		<input checked="" type="checkbox"/>	
Procedures and Routines		<input checked="" type="checkbox"/>	
Supporting Student Behavior		<input checked="" type="checkbox"/>	
Daily Schedule		<input checked="" type="checkbox"/>	
Classroom Displays		<input checked="" type="checkbox"/>	
Outdoor Environment	<input checked="" type="checkbox"/>		
 Family Engagement	Developing	Proficient	Exemplary
Family Engagement Plan		<input checked="" type="checkbox"/>	
Communication Practices			<input checked="" type="checkbox"/>
Inclusive Family Engagement Policy			<input checked="" type="checkbox"/>
Family Conferences/Home Visits			<input checked="" type="checkbox"/>
Reporting Student Progress			<input checked="" type="checkbox"/>
Program Expectations		<input checked="" type="checkbox"/>	
Attendance Plan		<input checked="" type="checkbox"/>	
On-Campus Opportunities		<input checked="" type="checkbox"/>	
Participation		<input checked="" type="checkbox"/>	
Support to Families			<input checked="" type="checkbox"/>
 Transitions	Developing	Proficient	Exemplary
LEA/non-LEA Shared Prof. Dev.		<input checked="" type="checkbox"/>	
Collaborative Meetings with Early Care and Education Providers	<input checked="" type="checkbox"/>		
Sharing Student Data		<input checked="" type="checkbox"/>	
Family Transition Strategies			<input checked="" type="checkbox"/>
Transition Plan		<input checked="" type="checkbox"/>	

Continuous Improvement Worksheet

Killeen ISD conducted a program self-assessment of its prekindergarten program to determine the quality of the program using a voluntary tool provided by the Texas Education Agency. We are using the results of the program self-assessment as part of our continuous improvement efforts in order to better serve our students and families.

Strengths Identified:

ADMINISTRATION/TEACHING STAFF: All PK teachers receive coaching and mentoring.

CURRICULUM: There is horizontal alignment of all PK classes.

INSTRUCTION: Special Education services are available and evaluated annually.

ASSESSMENT: An assessment instrument from the Commissioner's List is utilized three times a year.

LEARNING ENVIRONMENT: The district provides the necessary resources and professional development.

FAMILY ENGAGEMENT: Multiple modes of communication are used to share information with parents.

Opportunities to Grow Identified:

ADMINISTRATION/TEACHING STAFF: Campus-level admin do not attend early childhood specific professional development activities.

CURRICULUM: Professional development is needed on the new scope and sequence, the newly adopted textbook, and how to incorporate fine motor activities in the classroom. Vertical alignment meetings are needed.

INSTRUCTION: Professional development is needed to ensure our teachers and administrators have a deeper understanding of developmentally appropriate practices.

ASSESSMENT: Families need opportunities to be involved in the assessment process twice a year.

TRANSITION: We need to increase communication with Early Care and Education providers.

Next Steps for Continuous Improvement:

ADMINISTRATION/TEACHING STAFF:

*Provide early childhood specific professional development during a principal PLC

CURRICULUM:

*Include ideas for fine motor activities in the Curriculum Study Sessions throughout the year

*Provide training on the new scope and sequence and the new textbook for all teachers

*Encourage administrators to provide opportunities for grade levels to plan vertically

INSTRUCTION:

*Provide training on using assessment data and instructional resources to plan developmentally appropriate lessons and small groups

ASSESSMENT:

*CIRCLE Assessment results will be shared with families after each administration

TRANSITION:

*Work with the Parenting Specialist to deliver an after school session for Early Care and Education providers to share information about our PreK program