

2021-2022 Prekindergarten 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

- Education 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 your 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	E
Outreach Strategies	E
Enrollment Plan	E
Enrollment Process	P
Administrative and Teaching Staff	
Educational Aide Qualifications	P
Teacher Qualifications	P
Teacher Evaluations	D
Teacher Professional Development	E
Coaching and Mentoring	E
Administrator Professional Development	P
Leading Continuous Improvement	P
Curriculum	
Curriculum	E
Scope and Sequence	E
Curricular Integration	P
Vertical Alignment	D
Horizontal Alignment	E

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

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

Continuous Improvement Worksheet

Strengths Identified

CURRICULUM:

Scope and sequence ensures all PreK Guidelines are taught throughout the year

INSTRUCTION:

Daily instruction occurs in a variety of settings; teachers spend the majority of interaction time with students supporting and scaffolding learning

ASSESSMENT:

Multiple forms of formative assessments are used; CIRCLE is given 3 times a year; families are involved as partners in the assessment of their child's development

TRANSITIONS:

Families are provided with activities and strategies to support their child's transition to the next grade level

Opportunities to Grow

CURRICULUM:

Have vertical alignment meetings at the campus and district level annually

INSTRUCTION:

Provide general education teachers with instructional and behavioral instructional support for multilingual learners and students with disabilities

ASSESSMENT:

Provide opportunities for PreK teachers to learn how to use CIRCLE data to guide their instruction

LEARNING ENVIRONMENT:

Provide PD for administrators and teachers regarding student behaviors

Next Steps for Continuous Improvement

CURRICULUM:

Incorporate vertical alignment conversations into PD sessions and leadership meetings when appropriate

INSTRUCTION:

Provide PD on differentiation for special populations (EB, SPED)

ASSESSMENT:

Provide PD sessions on how to use CIRCLE data to guide instruction

LEARNING ENVIRONMENT:

Provide PD in relation to classroom setup and arrangements during Job Alike

TRANSITIONS:

Provide information to parents about what to expect in the next grade level during PK Roundup and in EOY report cards