



Arizona Department of Education

Early Childhood Education



Standards and Rubrics for Program Assessment
Early Childhood Quality Improvement Process (ECQUIP)



High Standards for Students Division
Early Childhood Education

Program Assessment/Early Childhood Quality Improvement Practices Process (ECQUIP)

Overview

ECQUIP was developed by the Early Childhood Education (ECE) Section as a means to assure quality and accountability among schools receiving state funding through the ECE Section of ADE. There are two parts to the ECQUIP Process:

1. an annual self-assessment of the early childhood program conducted by the local district or charter and,
2. an ECQUIP validation visit made by ADE every six years in conjunction with Early Childhood Special Education (ECSE), Title I/Even Start (ES), and/or First Things First Pre-Kindergarten Scholarships (FTF) monitoring/compliance visits. The ECSE monitoring visits may be conducted in conjunction with Arizona Department of Education (ADE) Exceptional Student Services (ESS) Section.

ECQUIP is intended to be used to guide program planning for on-going quality improvement and provides programs with a framework for implementing quality practices. Although the Department outlines guidelines for conducting an ECQUIP process, the design of each program's ECQUIP self-assessment is left to the local administration.

Programs Required to Participate in ECQUIP

ECQUIP is required for programs receiving any of the following:

- First Things First Pre-Kindergarten Scholarships (FTF) Funding
- Title I/Even Start funding
- Early Childhood Special Education (ECSE) funding

ECQUIP Standards

ECQUIP is broken down into Four Standards:

- Standard 1: School and District Leadership
- Standard 2: Curriculum, Instruction, and Professional Development
- Standard 3: Classroom and School Assessments
- Standard 4: School Culture, Climate and Communication

Part I – Quality and Accountability through the Self-Assessment Process

Step 1 ~ Assemble Team

The first step in the ECQUIP process is to convene an early childhood education team. Each district or charter school determines locally who is to participate on the ECQUIP team. At the minimum, a team should consist of administrative members (Early Childhood Special Education, First Things First Pre-Kindergarten Scholarships and Even Start, principal, coordinators, etc.); Instructional members (preschool, kindergarten, first through third grade, Reading First coach and librarians) and Community Partners (Head Start, local childcare provider, district community education, tribal partner, community representative, parents). Together, the team works to design a self-assessment process that meets the needs of the program as a whole.

Step 2 ~ Choosing a Standard for Improvement

During the initial phases of this process, the ECQUIP team looks at readily available sources of data such as teacher or parent surveys; student test scores; classroom observations; program accreditation materials; or school-wide, school improvement, and district/charter long-range plans to determine program strengths and areas for enhancement in order to choose which standard will be addressed. Using the data available the team should complete the rubric for each standard. After completion of the full rubric, the ECQUIP team identifies **one** standard to target for improvement each year. A district or charter may choose to work on a particular indicator for more than one year if the self-assessment data supports that need.

Quality Indicators are included with each standard to assist teams in identifying program needs and areas for improvement (see ECQUIP Standard, Rubric and Evaluation form).

Step 3 ~ Choosing a Tool

Once the team has determined the standard for self-assessment, ADE strongly recommends that the group augment the existing information related to the standard with data obtained from tools designed specifically for program and organizational assessment purposes. While not required, these can provide invaluable information for the team's quality improvement efforts. Each of the suggested tools aligns with the Program Guidelines for High Quality Early Education: Birth through Kindergarten and has research documenting their reliability and validity.

For example, if a team determines that it wants to plan for improvements in classroom environments, the team may choose to use the ECERS-R tool in the assessment process as it relates to Standard 4.

ADE suggested tools for assessing program quality include the following:

Global tools that comprehensively assess:

Standard 2: Curriculum, Instruction and Professional Development and
Standard 4: School Culture, Climate and Communication.

- APEEC (Assessment of Practices in Early Elementary Classrooms)
- Council on Exceptional Children/Division for Early Childhood Recommended Practices
- ECERS-R (Early Childhood Environmental Rating Scales-Revised)
- ECERS-E (Early Childhood Environment Rating Scales-Extension)
- ELLCO Pre-K (Early Language and Literacy Classroom Observation)
- ELLCO K-3 (Early Language and Literacy Classroom Observation)
- PQA (Preschool Program Quality Assessment)**
- Ready School Assessment**

** Also has an administrative practices assessment domain specific

Standard 2: Curriculum, Instruction and Professional Development

- Arnett Caregiver Scales
- Classroom Assessment Scoring System (CLASS)
- STARE (Scale for Teachers' Assessment of Routines Engagement)
- WestEd T4S (Teach For Success)

Standard 1: School and District Leadership

- PQA (Preschool Program Quality Assessment)
- PAS (Program Administration Scales)

Step 4 ~ Training

Each member of the ECQUIP Team and other related personnel should have the opportunity to receive training and information about the self-assessment tool chosen.

Step 5 ~ Implementation of tool

Each team determines the breadth and depth of administration of the self-assessment tool in order to gather data useful to the team.

Step 6 ~ Review area identified for improvement

Based on the results of the formal assessment, the team makes decisions related to the program's needs and determines future direction of improvement process.

Step 7 ~ Determine Strategies for Improvement and Create an Enhancement Plan

Using the information gathered, complete an ECQUIP Enhancement Plan. The intent of the ECQUIP Enhancement Plan is to assist ECQUIP teams with their long range planning for ongoing quality improvement

The ECQUIP process is meant to be an ongoing quality improvement process, where districts or charter schools will determine each spring an area which they feel their early childhood programs could enhance current practices or processes and decide how they plan to focus their efforts and resources.

Step 8 ~ Reporting

Each district/charter reports on the ECQUIP process each year on their ESCE (Preschool Entitlement, ES or FTF Grant Application). Funding distributions on the Grant should be reflective of goals identified by the ECQUIP team. An Early Childhood Administrator participates in the completion of the grant applications. ECSE (Preschool Entitlement Grant) is completed by August 15th, First Things First grant applications are completed by June 30 and ES grant applications are completed by September 30th of each year. These grants should accurately reflect the district/charter early childhood programs.

ADE or ECE will not collect any other documentation or self-assessment results from the district or charter school. Scores and data gathered from the instruments chosen or used for self-assessment are intended for district or charter school use only and are NOT submitted to ADE ~ ECE.

Part 2: Preparing for ECQUIP Validation by Arizona Department of Education

The second part of the ECQUIP process is conducted by ADE ~ ECE staff. The following tool(s) will be used by the ECE staff when conducting annual validation visits every six years. We have provided you with the entire tool for your information. Prior to your visit you will receive contact from an Early Childhood Specialist. Please see the documentation checklist to assist you in gathering information for your program's monitoring/compliance visit (ECSE, FTF and/or ES) and the ECQUIP validation visit.

ECQUIP Forms for Validation Visits

- ECQUIP Standard, Rubric and Evaluation Record
- ECQUIP Action Plan

ECSE Monitoring/Compliance Forms

- Early Childhood Special Education Monitoring/Compliance Template

First Things First Pre-Kindergarten Scholarship Monitoring/Compliance Forms

- First Things First Monitoring /Compliance Template

Title I/Even Start Monitoring/Compliance Forms

- Title I/Even Start Monitoring/Compliance Template

QUESTIONS

If you have questions about the Program Assessment/ECQUIP process, please do not hesitate to contact an Early Childhood Specialist.

Early Childhood Education
Arizona Department of Education
1535 W. Jefferson Street, Bin #15
Phoenix, AZ 85007
Tel: 602-364-1530
Fax: 602-542-2730
Amy Corriveau, Deputy Associate Superintendent

OPERATIONAL GUIDELINES

This instrument is intended to help schools and districts at all levels of performance assess the strengths and limitations of their instructional practices and organizational conditions. It serves three primary functions:

1. as a blueprint to communicate the high expectations expected from Early Childhood classrooms throughout the state
2. as an internal self-assessment tool to be used by the ECQUIP team at the local level
3. as an external assessment tool to be used by ADE Early Childhood Unit during monitoring visits

This instrument is not intended to be used for staff evaluation or child data collection. Instead, the focus is on assessing the effectiveness of the Early Childhood program. The tool can be used as a stand alone tool, or may be used in support of one of the tools recommended by ADE designed specifically for program and organizational assessment purposes. Each of the suggested tools aligns with the *Program Guidelines for High Quality Early Education: Birth Through Kindergarten* and has research documenting their reliability and validity. Based on the results of the formal assessment, the team makes decisions related to the program's needs and determines future direction of improvement process.

Using the information gathered from the self assessment process, the team will complete an ECQUIP Enhancement Plan. The intent of the ECQUIP Enhancement Plan is to assist ECQUIP teams with their long range planning.

The ECQUIP process is meant to be an ongoing quality improvement process, where districts or charter schools will determine each spring an area which they feel their early childhood programs could enhance current practices or processes and decide how they plan to focus their efforts and resources.

KEY TO READING AND UNDERSTANDING

Standard a goal statement that identifies a desired performance; represents the essential knowledge, skills, behaviors, and attitudes that must be demonstrated in order to be successful with a particular performance

Rubric an established set of parameters used for evaluating performance standards; typically consists of a set of explicit criteria (indicators) that define the desired performance, a fixed measurement scale (e.g., a 4-point scale) and performance descriptions for each criterion (indicator) at each point on the scale

Indicator an observable measure that clearly articulates one of the elements of the desired performance standard; one criterion that makes up a performance standard

Performance

Levels a fixed measurement scale with detailed descriptions for each point on the scale to aid in distinguishing and/or discriminating performances of different quality

Suggested

Evidence data and other kinds of compelling documentation that can be collected and used to substantiate a specific rating on a rubric

ECQUIP Standards

ECQUIP is broken down into four standards that align with the Arizona School Improvement Process (ASIP) standards:

Standard 1: School and District Leadership – helping leaders to support improved student achievement

Standard 2: Curriculum, Instruction, and Professional Development – promoting rigorous curriculum and intentional instruction

Standard 3: Classroom and School Assessments – using data to improve classroom and school practices

Standard 4: School Culture, Climate and Communication - developing schools as effective learning communities for students, teachers and parents.

Programs Required to Participate in ECQUIP

ECQUIP is required for programs receiving any of the following:

- ◆ Title I/Even Start Funding
- ◆ First Things First Pre-Kindergarten Scholarships (FTF) funding
- ◆ Early Childhood Special Education (ECSE) funding

Questions

The following Web site provides a more thorough description of this process:

<http://www.azed.gov/earlychildhood/ECQUIP/>. If you have questions about Program

Assessment/ECQUIP, please do not hesitate to contact an Early Childhood Specialist at 602.364.1530.

STANDARD 1 AT- A- GLANCE

Standard 1: SCHOOL AND DISTRICT LEADERSHIP

Leadership focuses on improved student achievement supported by the ECQUIP process to assess the effectiveness of program management practices as the basis for improvement.

Indicators

- 1.1 Leadership has led an inclusive process of developing a sustained and shared vision and mission as well as a written philosophy that is the basis for program planning, implementation, evaluation and modification.
- 1.2 The Leadership meets regularly with the early education staff to formulate, review, or revise the ECQUIP process/plan.
- 1.3 Leadership promotes and sustains continuous school improvement by providing organizational structure, allocating funding, monitoring the use of resources (e.g., fiscal, professional development, planning time).
- 1.4 Leadership ensures systems are in place to monitor the integrity and accuracy of child assessment data collected and reported by the program.
- 1.5 Leadership provides and supports professional development opportunities for early education program staff to strengthen their competencies in planning and implementing appropriate and effective educational programs for young children. Staff are committed to long-term professional growth that is continuous and job-embedded

STANDARD 2 AT- A- GLANCE

Standard 2: CURRICULUM, INSTRUCTION, AND PROFESSIONAL DEVELOPMENT

The program uses the ECQUIP process to assess the quality of curriculum and instruction that leads to meeting or exceeding Arizona Early Learning Standards (Preschool) and Arizona Academic Standards (K-3).

Indicators

- 2.1 Curriculum, instruction and assessment align with the Arizona Early Learning Standards (Preschool) or the Arizona Academic Standards (K-3).
- 2.2 An ongoing process is in place for monitoring and evaluating curriculum, instruction and assessment, and the results are communicated to all stakeholders and used to acknowledge the program's strengths and address challenges.
- 2.3 Related technology, instructional materials, and resources are integrated effectively into classroom instruction and used as a teacher productivity tool.
- 2.4 Curriculum includes daily opportunities to learn through a balance of child initiated and teacher directed experiences that match the needs, interests and developmental levels of all children.
- 2.5 The early childhood environment is valued as an integral part of the curriculum that facilitates child independence, interactions, and learning.

STANDARD 3 AT- A- GLANCE

Standard 3: CLASSROOM AND SCHOOL ASSESSMENTS

The program uses multiple standards-based assessments, strategies, and data to measure and monitor child progress in an ongoing manner. Data collected is used to guide instruction, determine individual needs of children, and assess program effectiveness.

Indicators

- 3.1 Children's growth in all developmental and standard content areas is assessed in an ongoing and authentic manner, to modify curriculum and individual instruction, and to identify children's needs and/or make appropriate referrals.

- 3.2 Teachers communicate the results of individual child assessments regularly with families and other stakeholders.

STANDARD 4 AT- A- GLANCE

Standard 4: SCHOOL CULTURE, CLIMATE, AND COMMUNICATION

The program functions as an effective learning community and possesses an ongoing communication system supported by the ECQUIP process to assess the adequacy of facilities and to make decisions regarding school culture, climate and communication.

Indicators

- 4.1 A safe and orderly environment ensures that children's health and safety are a priority throughout each program day.

- 4.2 Program personnel build positive nurturing relationships with children and parents, and work to improve inclusive practices, and parent and community involvement.

- 4.3 Children and program personnel are valued, and their work is recognized and acknowledged.

- 4.4 Anti-bias practices are evident which celebrate and are inclusive of linguistic, multicultural, and individual abilities within the school community.

Standard 1: School and District Leadership

Leadership focuses on improved student achievement supported by the ECQUIP process to assess the effectiveness of program management practices as the basis for improvement.

Indicators	Levels of Performance				Suggested Evidence
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
<p>1.1 Leadership has led an inclusive process of developing a sustained and shared vision and mission as well as a written philosophy that is the basis for program planning, implementation, evaluation and modification</p>	<p>*The Leadership led an ECQUIP process that was inclusive of stakeholders beyond Program Personnel *Program Personnel can articulate the programs shared vision, mission and philosophy statement</p>	<p>*The Leadership led an ECQUIP process that included Program Personnel from each Early Childhood component served by the district * Visual evidence of the vision, mission and philosophy statement was found (i.e., staff handbook, signs, posters etc) *Program personnel was provided with vision, mission and philosophy statement *A written philosophy statement aligns with the implementation, evaluation and modification for program planning *A philosophy statement is evident in program practices at the site level</p>	<p>An ECQUIP team exists but has limited participation from Program Personnel (not all of the Early Childhood components are represented on the ECQUIP team) *A written vision, mission and philosophy statement exists but this information is not shared with Program Personnel *Program planning and written philosophy statement are apparent but lack alignment with the implementation, evaluation and modification</p>	<p>*No evidence of a shared vision, mission or philosophy statement was found *No evidence of collaborative efforts were found for developing an ECQUIP plan or process</p>	<p>*Review copy of vision/mission statement (if applicable) *Review philosophy statement (if applicable) *Review Quality Enhancement Plan (if applicable) *Review School Improvement Plan (if applicable) *Review ECQUIP team meeting agenda, minutes, sign-in (if applicable) *Interview ECQUIP team *Review ECQUIP team member list (specifically for parents and community members) *Review ECQUIP assessment tool (if applicable) *Review Parent Handbook (if applicable) *Review staff handbook (if applicable) *Interview Program Personnel *Additional evidence found</p>

Comments: _____

Standard 1: School and District Leadership

The district and school leadership focuses on improved student achievement by using the results from the ECQUIP process to assess the effectiveness of program management practices as the basis for improvement.

Indicators	Levels of Performance				Suggested Evidence
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
<p>1.2, The Leadership meets regularly with the early education staff to formulate, review, or revise the ECQUIP process/plan.</p>	<p>*Quarterly planning meetings are conducted to revise or review the ECQUIP process/plan *Evidence was found that Early Education staff provide ongoing input into the ECQUIP process/plan</p>	<p>*An ECQUIP team meets to review or revise the ECQUIP process/plan minimally one time a year *Evidence was found of Early Education staff providing input into the ECQUIP process/plan</p>	<p>*An ECQUIP process/plan has been developed but not reviewed or revised on an annual basis *Leadership met with Early Education staff but minimal evidence was found that staff had input into the ECQUIP process/plan</p>	<p>*Leadership has not met with the Early Education staff to review or revise an ECQUIP process/plan *Early Education staff are unaware of an ECQUIP process/plan</p>	<p>*Review Quality Enhancement Plan for the current year (if applicable) *Review Quality Enhancement Plan for the next school year (if applicable) *Review ECQUIP Binder (if applicable) *Review ECQUIP team meeting agenda, minutes, sign in (if applicable) *Identify ECQUIP team members, and frequency of meetings *Review staff meeting minutes/agenda (if applicable) *Review School Improvement Plan (if applicable) *Review Strategic Plan (if applicable) *Interview Program Personnel *Interview Administration *Additional evidence found</p>

Comments: _____

Standard 1: School and District Leadership

The district and school leadership focuses on improved student achievement by using the results from the ECQUIP process to assess the effectiveness of program management practices as the basis for improvement.

Indicators	Levels of Performance				Suggested Evidence
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
<p>1.3 Leadership promotes and sustains continuous school improvement by providing organizational structure, allocating funding, monitoring the use of resources (e.g., fiscal, professional development, planning time.)</p>	<p>*Leadership allocates and reallocate resources to support continued school improvement *Leadership seeks resources needed to support continuous school improvement *Leadership allocates fiscal resources necessary to support ongoing Professional Learning of staff who seek additional learning opportunity, and is part of the district Professional Development Plan</p>	<p>*Program Personnel are provided with adequate time for planning and instruction *Resources are distributed to programs in equitable manner *Expenditures of funds are reasonable and allowable for the grant to which they are charged *Leadership plans for staff to participate in professional learning opportunities</p>	<p>*Program Personnel are provided time for planning and instruction *Resources are unevenly distributed among programs *Program Personnel are indiscriminately provided with professional learning opportunities</p>	<p>*Program Personnel have not been allotted additional time for planning and instruction *Program Personnel have inadequate resources to conduct effective program implementation *Leadership is unaware of Professional Development needs of Program Personnel</p>	<p>*Interview Administration *Interview Program Personnel (knowledge of Professional Development plan or (knowledge of professional planning time) *Desk Review (grants management) *Review School Improvement Plan (if applicable) *Review of Strategic Plan (if applicable) *Review fiscal documents with prior notice (invoices, expenditures, timesheets) (if applicable) *Review Program Personnel Professional Development plan (if applicable) *Review schedule of staff program planning time *Additional evidence found</p>

Comments: _____

Standard 1: School and District Leadership

The district and school leadership focuses on improved student achievement by using the results from the ECQUIP process to assess the effectiveness of program management practices as the basis for improvement.

Indicators	Levels of Performance				Suggested Evidence
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
<p>1.4 Leadership ensures systems are in place to monitor the integrity and accuracy of child assessment data collected and reported by the program.</p>	<p>*Leadership randomly reviews the child assessment data collected by Program Personnel *Leadership ensures the accuracy of assessment information collected and reported through the in class review of assessment related data (portfolio's, work sampling, observations etc)</p>	<p>*The Leadership has a written plan outlining its system for assuring the accuracy of data collected and reported by the program *The program has a formal process for data collection and reporting</p>	<p>*Leadership has selected an assessment plan but has not formalized a process for data collection or reporting *Assessment data is collected and reported but no evidence is found for a process to ensure the integrity of the data</p>	<p>*Data collection and reporting occurs irregularly *Data collection and reporting does not occur</p>	<p>*Interview Administration (specifically on staff assessment training and process used to ensure the integrity and accuracy of assessment) *Interview Program Personnel (specifically on assessment training) *Review sign in sheets for staff training on assessment (if applicable) *Review staff Professional Development information particularly certificates for assessment training (if applicable) *Review Child Portfolio collections *Review child assessment scores *Additional evidence found</p>

Comments: _____

Standard 1: School and District Leadership

The district and school leadership focuses on improved student achievement by using the results from the ECQUIP process to assess the effectiveness of program management practices as the basis for improvement.

Indicators	Levels of Performance				Suggested Evidence
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
<p>1.5 Leadership provides and supports professional development opportunities for early education program staff to strengthen their competencies in planning and implementing appropriate and effective educational programs for young children. Staff are committed to long-term professional growth that is continuous and job-embedded.</p>	<ul style="list-style-type: none"> *Leadership supports staff requests for Professional Development opportunity and growth *Leadership assures that information received at Professional Learning opportunities integrates both theory and practice *Leadership supports staff who are initiating their own Professional Development 	<ul style="list-style-type: none"> *Leadership collaborates Professional Development opportunities with Program Personnel *Professional Development discussions are made based on systematic review of individual Program Personnel learning needs *Leadership structures Professional Development opportunities that lacks theory but supports practice and content 	<ul style="list-style-type: none"> *Leadership solely selects Professional Development opportunities for Program Personnel *Leadership minimally supports Professional Development opportunities with regards to content only 	<ul style="list-style-type: none"> *Leadership provides limited to no Professional Development opportunities for Program Personnel *Leadership chooses Professional Development in-discriminately, without regard to theory, practice or content 	<ul style="list-style-type: none"> *Interview Administration (specifically on staff Professional Development opportunities) *Interview Program Personnel (specifically on Professional Development opportunities) *Review staff Professional Development file (if applicable) *Review staff meeting notes or agenda (if applicable) Review Professional Development calendar (if applicable) *Additional evidence found

Comments:

**EVALUATION RECORD
for**

Standard 1: School and District Leadership

Leadership focuses on improved student achievement supported by the ECQUIP process to assess the effectiveness of program management practices as the basis for improvement.

**Falls Far Below the Standard
Approaches the Standard
Meets the Standard
Exceeds the Standard**

Indicators

1.1 Leadership has led an inclusive process of developing a sustained and shared vision and mission as well as a written philosophy that is the basis for program planning, implementation, evaluation and modification.	3	2	1	0
1.2 The Leadership meets regularly with the Early Education staff to formulate, review, or revise the ECQUIP process/plan.	3	2	1	0

Comments: _____

Standard 1: School and District Leadership

Leadership focuses on improved student achievement supported by the ECQUIP process to assess the effectiveness of program management practices as the basis for improvement.

Falls Far Below the Standard
Approaches the Standard
Meets the Standard
Exceeds the Standard

Indicators

1.3 Leadership promotes and sustains continuous school improvement by providing organizational structure, allocating funding, and monitoring the use of resources (e.g., fiscal, professional development, planning time).	3	2	1	0
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1.4 Leadership ensures systems are in place to monitor the integrity and accuracy of child assessment data collected and reported by the program.	3	2	1	0
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Comments: _____

Standard 1: School and District Leadership

Leadership focuses on improved student achievement supported by the ECQUIP process to assess the effectiveness of program management practices as the basis for improvement.

Falls Far Below the Standard
Approaches the Standard
Meets the Standard
Exceeds the Standard

Indicators

1.5 Leadership provides and supports professional development opportunities for early education program staff to strengthen their competencies in planning and implementing appropriate and effective educational programs for young children. Staff are committed to long-term professional growth that is continuous and job-embedded.	3	2	1	0
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Comments: _____

Standard 2: CURRICULUM, INSTRUCTION, AND PROFESSIONAL DEVELOPMENT

The program uses the ECQUIP process to assess the quality of curriculum and instruction that leads to meeting or exceeding Arizona Early Learning Standards (Preschool) and Arizona Academic Standards (K-3).

Indicators	Levels of Performance				Suggested Evidence
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
2.1 Curriculum, instruction and assessment align with the Arizona Early Learning Standards (Preschool) or the Arizona Academic Standards (K-3).	*Program Personnel can articulate clear understanding of the alignment of curriculum, instruction and assessment with the Arizona Early Learning Standards or the Arizona Academic Standards.	*Program Personnel practice and incorporate the use of the Arizona Early Learning Standards or the Arizona Academic Standards in curriculum, instruction and assessment *Program Personnel show evidence that curriculum planning includes consideration of assessment data and standards	*Program Personnel are aware that the Arizona Early Learning Standards or the Arizona Academic Standards exist and know where to access them *Little to no evidence was found related to the use of the Arizona Early Learning Standards or the Arizona Academic Standards	*Program Personnel has no knowledge of the Arizona Early Learning Standards or the Arizona Academic Standards	*Review Lesson Plans (for reference to state standards) *Classroom observation (for evidence of state standards) *Interview Program Personnel (for knowledge of the standards) *Review portfolio data *Request to see a copy of the state standards in the classroom *Review summative data (if applicable) *Additional evidence found

Comments: _____

Standard 2: CURRICULUM, INSTRUCTION, AND PROFESSIONAL DEVELOPMENT

The program uses the ECQUIP process to assess the quality of curriculum and instruction that leads to meeting or exceeding Arizona Early Learning Standards (Preschool) and Arizona Academic Standards (K-3).

Indicators	Levels of Performance				Suggested Evidence
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
<p>2.2 An ongoing process is in place for monitoring and evaluating curriculum, instruction and assessment, and the results are communicated to all stakeholders and used to acknowledge the program’s strengths and address challenges.</p>	<p>*Evidence was found that ongoing monitoring and evaluation process was used to design Professional Development opportunities and to make curricular decisions and conduct global program planning</p>	<p>*The ECQUIP team has designed and began implementation of a process for monitoring and evaluating curriculum, instruction and assessment *The ECQUIP team chose an assessment tool based on appropriate identification of program strengths and needs *Assessment results are used to create recommendations and are shared with Program Personnel and other stakeholders</p>	<p>*The ECQUIP team has designed a plan for monitoring and evaluating curriculum, instruction and assessment *Little to no evidence exists of an ECQUIP plan being implemented *The ECQUIP team has chosen an assessment tool but the tool does not align with identified program needs</p>	<p>*No process is in place for monitoring and evaluating curriculum, instruction and assessment *Information related to program strengths and challenges is not shared with Program Personnel and stakeholders</p>	<p>*Interview Administration *Interview Program Personnel *Review school newsletter (if applicable) *Review staff team meeting notes and/or agenda (if applicable) * Review results of ECQUIP assessment tool *Review ECQUIP team meeting notes (if applicable) *Review Parent Handbook (if applicable) *Review ECQUIP Quality Enhancement Plan (if applicable) *Additional evidence found</p>

Comments: _____

Standard 2: CURRICULUM, INSTRUCTION, AND PROFESSIONAL DEVELOPMENT

The program uses the ECQUIP process to assess the quality of curriculum and instruction that leads to meeting or exceeding Arizona Early Learning Standards (Preschool) and Arizona Academic Standards (K-3).

Indicators	Levels of Performance				Suggested Evidence
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
2.3 Related technology, instructional materials, and resources, are integrated effectively into classroom instruction and used as a teacher productivity tool.	<p>*Technology integrated into the classroom curriculum is fully aligned with curricular objectives and the Arizona Early Learning Standards or the Arizona Academic Standards</p> <p>*Program Personnel use technology as a learning tool for their own Professional Development and share information with colleagues</p>	<p>*All materials (such as software) are age appropriate and have educational purpose that supports the instructional needs of the children. *Materials used by the children encourage active involvement such as singing, dancing and thinking</p> <p>*Most Program Personnel use technology for planning, record keeping or communication.</p> <p>*Program Personnel engage with children during the use of technology and use this resource as an opportunity to facilitate learning</p> <p>*Adaptive technology is present to allow for the full participation of children with special needs.</p>	<p>*Some of the materials may be too easy or too difficult for age of children, or lack educational purpose</p> <p>*Program Personnel provide appropriate technological materials but do not engage with children in the use of these resources or in the opportunity to facilitate learning</p>	<p>*No evidence of technology resources are found in the classroom</p> <p>*Materials are inappropriate for the age of children (violent language, sexual explicit content etc)</p>	<p>*Classroom observation (modifications and adaptations)</p> <p>*Interview Program Personnel</p> <p>*Review lesson plans (in regards to technology used in relationship to standards)</p> <p>*Review technology or programs used to aid instruction (overheads, vcr, computers, tape recorders, radio's, PDA's) (if applicable)</p> <p>*Additional evidence noted</p>

Comments: _____

Standard 2: CURRICULUM, INSTRUCTION, AND PROFESSIONAL DEVELOPMENT

The program uses the ECQUIP process to assess the quality of curriculum and instruction that leads to meeting or exceeding Arizona Early Learning Standards (Preschool) and Arizona Academic Standards (K-3).

Indicators	Levels of Performance				Suggested Evidence
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
<p>2.4 Curriculum includes daily opportunity to learn through a balance of child initiated and teacher directed experiences that match the needs, interests and developmental levels of all children.</p>	<p>*Program Personnel recognize opportunity for interests, and respond by altering daily plans *Smooth transitions occur between daily events</p>	<p>*Daily schedule includes a balance of large group, small group, and individual experiences *Teacher directed learning is presented in context of the child’s world, relates in a meaningful way to the child’s real-life experiences, and enables each child to be an active participant *Most play and routine activities are done in small groups or individual play *Services to children with special needs are provided within the context of daily activities and routine in setting where they are participating with age appropriate peers</p>	<p>*Teacher directed activities pre dominate daily curriculum with minimal consideration of child initiated play * Child initiated play is limited to 30-45 minutes per day</p>	<p>*Services to children with special needs is provided outside the classroom in other non inclusive settings *Teacher directed activities dominate daily curriculum *Activities occur haphazardly without the use of a daily schedule. *Most activities are conducted in whole group format</p>	<p>*Interview Program Personnel *Classroom observation (particularly focusing on use of DAP materials in classroom *Evidence of child initiated activities *Review lesson plans *Review daily schedule *Additional evidence found</p>

Comments: _____

Standard 2: CURRICULUM, INSTRUCTION, AND PROFESSIONAL DEVELOPMENT

The program uses the ECQUIP process to assess the quality of curriculum and instruction that leads to meeting or exceeding Arizona Early Learning Standards (Preschool) and Arizona Academic Standards (K-3).

Indicators	Levels of Performance				Suggested Evidence
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
2.5 The early childhood environment is valued as an integral part of the curriculum that facilitating child independence, interactions, and learning.	<ul style="list-style-type: none"> *Materials are added to the environment in response to children interests or needs as identified through the process of assessment *The outdoor learning environment is used as an extension of the indoor classroom 	<ul style="list-style-type: none"> *Children with special needs are provided with services, adaptations and modifications necessary to fully participate with age appropriate peers *Learning areas are arranged so all children can engage in experiences of their choice without distracting or being distracted by others. *Learning areas allow for integration of experiences and materials from one area to another *Each learning area has a wide variety of concrete, real and relevant materials and activities, which are in good condition and frequently are rotated in order to give children new things to do. *Classroom environment reflects curricular themes or topics as well as children’s interests and experiences 	<ul style="list-style-type: none"> *Minimal opportunity for children with special needs to fully participate with age appropriate peers 	<ul style="list-style-type: none"> *No modifications or adaptations are made to the environment to include children with special needs 	<ul style="list-style-type: none"> *Classroom and outdoor observation *Interview Program Personnel (staff responsibility in this facilitation) *Parent Handbook (if applicable) *Review fiscal activity (equipment and materials) *Additional evidence found

Comments: _____

Standard 2: CURRICULUM, INSTRUCTION, AND PROFESSIONAL DEVELOPMENT

The program uses the ECQUIP process to assess the quality of curriculum and instruction that leads to meeting or exceeding Arizona Early Learning Standards (Preschool) and Arizona Academic Standards (K-3).

Falls Far Below the Standard
Approaches the Standard
Meets the Standard
Exceeds the Standard

Indicators

2.1 Curriculum, instruction and assessment align with the Arizona Early Learning Standards (Preschool) or the Arizona Academic Standards (K-3).	3	2	1	0
2.2 An ongoing process is in place for monitoring and evaluating curriculum, instruction and assessment, and the results are communicated to all stakeholders and used to acknowledge the program’s strengths and address challenges.	3	2	1	0

Comments: _____

Standard 2: CURRICULUM, INSTRUCTION, AND PROFESSIONAL DEVELOPMENT

The program uses the ECQUIP process to assess the quality of curriculum and instruction that leads to meeting or exceeding Arizona Early Learning Standards (Preschool) and Arizona Academic Standards (K-3).

Falls Far Below the Standard
Approaches the Standard
Meets the Standard
Exceeds the Standard

Indicators

2.3 Related Technology, instructional materials, and resources are integrated effectively into classroom instruction and used as a teacher productivity tool.	3	2	1	0
2.4 Curriculum includes daily opportunities to learn through a balance of child initiated and teacher directed experiences that match the needs, interests and developmental levels of all children.	3	2	1	0

Comments: _____

Standard 2: CURRICULUM, INSTRUCTION, AND PROFESSIONAL DEVELOPMENT

The program uses the ECQUIP process to assess the quality of curriculum and instruction that leads to meeting or exceeding Arizona Early Learning Standards (Preschool) and Arizona Academic Standards (K-3).

Falls Far Below the Standard
Approaches the Standard
Meets the Standard
Exceeds the Standard

Indicators

2.5 The early childhood environment is valued as an integral part of the curriculum that facilitates child independence, interactions, and learning.	3	2	1	0
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Comments: _____

Standard 3: CLASSROOM AND SCHOOL ASSESSMENTS

The program uses multiple standards-based assessments, strategies, and data to measure and monitor child progress in an ongoing manner. Data collected is used to guide instruction, determine individual needs of children, and assess program effectiveness.

Indicators	Levels of Performance				Suggested Evidence
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
<p>3.1 Children’s growth in all developmental and standard content areas assessed in an ongoing and authentic manner, to modify curriculum and individual instruction, and to identify children’s needs and/or make referrals.</p>	<p>*Program Personnel collaborate with families in the planning and implementation of assessment activities *Assessment uses multiple methods and is conducted in multiple settings and at different time periods</p>	<p>*Program Personnel use systems to assure that assessment is conducted in all domain and content areas *Program Personnel collect child assessment data using multiple methods and strategies -samples of children’s work, description of their performance and anecdotal records -a clear and organized system is used for collection and recording of information related to children’s growth and development -assessment activities are conducted in the context of daily activities and routines and consist of observations, children’s performance, interactions with peers and adults, and listening to them talk *Assessment provides useful information for intervention activities that promote children’s progress towards IEP goals and objectives *Information is elicited informally from parents about their child’s experiences at home and is taken into consideration in program planning and implementation</p>	<p>*Assessment is conducted in context of outside daily activities and routines (one on one testing) *Assessment is conducted but is not comprehensive of all content areas and domains</p>	<p>*Children’s growth is not routinely assessed *Assessment checklist is completed without documentation evidence, such as anecdotal records, children’s work, or description of their performance</p>	<p>*Review ongoing progress monitoring for completion *Interview Program Personnel *Review portfolio sampling system *Review DIBELS (if applicable) *Confirm that assessment is occurring in all content areas *Interview program personnel (in regards to how often and method used to collect child assessment data) *Additional evidence found</p>

Comments: _____

Standard 3: CLASSROOM AND SCHOOL ASSESSMENTS

The school uses multiple standards-based assessments, strategies, and data to measure and monitor child progress in an ongoing manner. Data collected is used to guide instruction, determine individual needs of children, and assess program effectiveness.

Indicators	Levels of Performance				Suggested Evidence
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
<p>3.2 Teachers communicate the results of individual child assessments regularly with families and other stakeholders.</p>	<ul style="list-style-type: none"> *Program Personnel are responsive to parent’s requests for information related to their child’s progress *Program Personnel meet with families to discuss information about the Arizona Early Learning Standards or Arizona Academic Standards *Program Personnel meet at least every 90 days to review child assessment data 	<ul style="list-style-type: none"> *Results of assessments are shared with parents in a non-technical manner *Program Personnel meet with families at a minimum two times a year to review child assessment data *Information provided to families includes both children strengths and deficits and identifies instructional needs *Families have adequate time to review reports, ask questions, or express concerns *Program Personnel enter Child Assessment data into SAIS-Student Management System by appointed times 	<ul style="list-style-type: none"> *Program Personnel meet with families one time a year to review child assessment data 	<ul style="list-style-type: none"> *Program Personnel do not meet with families to share information about child progress or review child assessment data 	<ul style="list-style-type: none"> *Interview Program Personnel *Review documentation of referrals (if applicable) *Review team meeting notes (if applicable) *Review parent conference notes or agenda (if applicable) *Review teacher communication log or daily progress report (if applicable) *Review weekly classroom newsletter (if applicable) *Review student progress reports *Additional evidence found

Comments: _____

Standard 3: CLASSROOM AND SCHOOL ASSESSMENTS

The program uses multiple standards-based assessments, strategies, and data to measure and monitor child progress in an ongoing manner. Data collected is used to guide instruction, determine individual needs of children, and assess program effectiveness.

Falls Far Below the Standard
Approaches the Standard
Meets the Standard
Exceeds the Standard

Indicators

3.1 Children’s growth in all developmental and standard content areas is y assessed in an ongoing and authentic manner, to modify curriculum and individual instruction, and identify children’s needs and/or make appropriate referrals.	3	2	1	0
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3.2 Teachers communicate the results of individual child assessments regularly with families and other stakeholders.	3	2	1	0
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Comments: _____

Standard 4: SCHOOL CULTURE, CLIMATE, AND COMMUNICATION

The program functions as an effective learning community and possesses an ongoing communication system supported by the ECQUIP process to assess the adequacy of facilities and to make decisions regarding school culture, climate and communication.

Indicators	Levels of Performance				Suggested Evidence
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
<p>4.1 A safe and orderly environment ensures that children’s health and safety are a priority throughout each program day.</p>	<p>*ECSPED classrooms are DHS licensed and licenses are current *Preschool staffing patterns follow recommended ratios as set by national accrediting bodies *Maximum group sizes are set to assure that children’s safety and supervision is maintained</p>	<p>*All Early Childhood Block Grant, Title I Even Start and State Family Literacy preschool classrooms have current DHS licenses *Program has clear, written policies and procedures related to issues of illness, accidents, supervision, facilities and equipment *Staffing patterns are maintained throughout the day to comply with regulations set by AZDHS office of child care licensure *Indoor and outdoor early childhood environments are age appropriate (i.e. not too large), safe and kept in good condition *Staff assure they are located in areas to facilitate appropriate interactions and provide maximum supervision</p>	<p>*All Early Childhood Block Grant, Title I Even Start and State Family Literacy preschool classrooms have been licensed, but the license is no longer current *Some written policies and procedures related children’s health and safety are available and accessible to staff *Staffing patterns provide minimal supervision of children *Staffing patterns are maintained but staff do not assure they are providing maximum supervision (i.e. staff are present but conducting adult conversation versus interacting with children)</p>	<p>*Early Childhood Block Grant, Title I Even Start, or State Family Literacy classrooms have not received a DHS license to date *Staffing patterns do not allow for sufficient supervision of children to assure their safety at all times *No written policies or procedures related to safety practices and children’s health are available or accessible to staff</p>	<p>*Interview Program Personnel *Review Handbook on Health and Safety policies and practices (if applicable) *Review schedule of fire drill practice, evacuation plan, lockdown plan (if applicable) *Review procedure for accidents *Classroom observation (DHS license, accreditation) * Additional evidence found</p>

Comments: _____

Standard 4: SCHOOL CULTURE, CLIMATE, AND COMMUNICATION

The program functions as an effective learning community and possesses an ongoing communication system supported by the ECQUIP process to assess the adequacy of facilities and to make decisions regarding school culture, climate and communication.

Indicators	Levels of Performance				Suggested Evidence
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
<p>4.2 Program personnel build positive nurturing relationships with children and parents, and work to improve inclusive practices, and parent and community involvement.</p>	<p>*Children and families are provided with a variety of strategies to receive additional assistance beyond classroom instruction to support children’s learning</p> <p>*Family and child strengths and assets are used as a basis for engaging families in participatory experiences supporting parenting competence and confidence</p> <p>*Program procedures provide opportunities for the exchange of ideas among parents, early care and education providers, community leaders, school and district personnel, family literacy educators, special educators, and social service agency representatives.</p>	<p>*Each child and family member is treated with warmth, care, and respect regardless of socioeconomic, racial, or cultural background, gender, ability or appearance</p> <p>*Staff communication with children is used to extend learning and discuss ideas related to their play versus used simply to guide and direct behavior and actions</p> <p>*Program personnel facilitate the development of relationships among all children – especially those between typically developing children and children with special needs</p> <p>*Children are guided in positive, predictable, and constructive ways; inappropriate behavior is addressed at the time it occurs and children are assisted in resolving conflicts on their own</p> <p>*A variety of involvement activities, such as regular program participation, field trips, parent meetings or workshops, work at home, social events, etc., are available to families</p> <p>*Families are encouraged to contribute information when determining outcomes for their child and in assessing their child’s growth and development</p> <p>*Early education and kindergarten programs collaborate to assure the smooth transition of children and families between programs</p>	<p>*Staff/child communication is used primarily to control or direct</p> <p>*Communication directed to families is solely for the purpose of providing information related to program operations and/or activities. Communication is one-way</p> <p>*Program personnel resolve conflicts for children rather than facilitating negotiations and developing children’s problem-solving skills</p> <p>*Program participation activities are limited either in scope or in availability (i.e. only opportunities to volunteer in the classroom, or only accessible to families during the day)</p>	<p>*Communication directed to children and/or families is punitive , unpleasant and/or demeaning and disrespectful</p> <p>*Physical contact is used primarily to control</p> <p>*Program personnel are unresponsive when children are in distress, have questions or exhibit inappropriate behaviors</p>	<p>*Interview Program Personnel</p> <p>*Review attendance records</p> <p>*Review team meeting notes (if applicable)</p> <p>*Review Parent Volunteer log (if applicable)</p> <p>*Review Handbook (if applicable)</p> <p>*Classroom observation</p> <p>*Review weekly classroom newsletter (if applicable)</p> <p>*Review monthly school newsletter (if applicable)</p> <p>*Review school website (if applicable)</p> <p>*Additional evidence found</p>

Comments: _____

Standard 4: SCHOOL CULTURE, CLIMATE, AND COMMUNICATION

The program functions as an effective learning community and possesses an ongoing communication system supported by the ECQUIP process to assess the adequacy of facilities and to make decisions regarding school culture, climate and communication.

Indicators	Levels of Performance				Suggested Evidence
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
4.3 Children and program personnel are valued, and their work is recognized and acknowledged.	<p>*This area should highlight accomplishments found in places like the school marquee, recognition of students/staff (process), culture reflected, newspaper</p> <p>*Program personnel are viewed as experts in their field and are used to provide ongoing professional development to their peers and others</p>	<p>*The majority of classroom displays are at children’s eye level and are made up of children’s work products or materials depicting their personal experiences</p> <p>*School newsletters or other materials distributed recognize the accomplishments of both children and program personnel</p>	<p>*Classroom displays are present but either not at children’s eye level or consisting mostly of teacher or commercially made materials</p>	<p>*No evidence of classroom displays found</p>	<p>*Classroom observation</p> <p>*Evidence of student achievement displayed (if applicable)</p> <p>*Evidence of Program Personnel achievement displayed (if applicable)</p> <p>*Review monthly school newsletter (if applicable)</p> <p>*Interview Program Personnel</p> <p>*Review awards (if applicable)</p> <p>*Review school marquee (if applicable)</p> <p>*Review public newspaper articles written on the school (if applicable)</p> <p>*Additional evidence found</p>

Comments: _____

Standard 4: SCHOOL CULTURE, CLIMATE, AND COMMUNICATION

The program functions as an effective learning community and possesses an ongoing communication system supported by the ECQUIP process to assess the adequacy of facilities and to make decisions regarding school culture, climate and communication.

Indicators	Levels of Performance				Suggested Evidence
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
<p>4.4 Anti-bias practices are evident which celebrate and are inclusive of linguistic, multicultural, and individual abilities within the school community.</p>	<p>*Program Personnel assist families in finding support services within their linguistic and cultural community *Program Personnel provide all information in the parents' preferred language and format (written and spoken)</p>	<p>*Practices, supports, and resources are responsive to the cultural, ethnic, racial, language, and socio-economic characteristics and preferences of families and communities *Inclusion of diversity is part of daily routines and play activities (i.e., ethnic foods are a regular part of meals/snacks/music tapes and songs from different cultures included at music time) *Materials, books, pictures are accessible showing people of different races, cultures, ages, abilities, and gender in non-stereotyping roles *Linguistic and cultural needs are met by emphasizing strategies for integrating multicultural and anti-bias themes into all curricular areas *Sensitivity to and acceptance of each child's cultural heritage or special needs are demonstrated Stereotypes based on gender, race, culture, age, or ability are discussed as situations occur naturally in the environment</p>	<p>*Minimal evidence noted of diversity included in daily routines and play activities *Materials, books, pictures depicting people of different races, cultures, ages, abilities, and gender in non-stereotypical roles are minimally accessible</p>	<p>*No racial or cultural diversity visible in materials (all toys and pictures are of one race, all print materials are about one culture, all print and audio materials are in one language where bilingualism is prevalent) *Materials present are stereotypical of races, cultures, ages, abilities, and gender</p>	<p>*Classroom observations (environmental artifacts) *Review lesson plans *Interview Program Personnel *Review student Portfolio's *Review handbook *Review school newsletter (if applicable) *Review school website (if applicable) *Additional resources found</p>

Comments: _____

Standard 4: SCHOOL CULTURE, CLIMATE, AND COMMUNICATION

The program functions as an effective learning community and possesses an ongoing communication system supported by the ECQUIP process to assess the adequacy of facilities and to make decisions regarding school culture, climate and communication.

Falls Far Below the Standard
Approaches the Standard
Meets the Standard
Exceeds the Standard

Indicators

4.1 A safe and orderly environment ensures that children’s health and safety are a priority throughout each program day.	3	2	1	0
4.2 Program personnel build positive nurturing relationships with children and parents, and work to improve inclusive practices, and parent and community involvement.	3	2	1	0

Comments: _____

Standard 4: SCHOOL CULTURE, CLIMATE, AND COMMUNICATION

The program functions as an effective learning community and possesses an ongoing communication system supported by the ECQUIP process to assess the adequacy of facilities and to make decisions regarding school culture, climate and communication.

Falls Far Below the Standard
Approaches the Standard
Meets the Standard
Exceeds the Standard

Indicators

4.3 Children and program personnel are valued, and their work is recognized and acknowledged.	3	2	1	0
4.4 Anti-bias practices are evident which celebrate and are inclusive of linguistic, multicultural, and individual abilities within the school community.	3	2	1	0

Comments: _____

**EARLY CHILDHOOD QUALITY IMPROVEMENT PROCESS (ECQUIP)
Enhancement PLAN**

District/Charter:	Date:
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District/Charter Team Members	Title

ECQUIP QUALITY ENHANCEMENT PLAN

Using self-assessment to guide quality programming

(Use this planning guide to design programmatic changes and budgetary decision-making.)

Target Area (describe the area of program development to be targeted as identified during self-assessment, e.g. preschool environments; vocabulary development; staff evaluation practices, etc)			
Quality Goal (describe desired outcome of enhancement plan, e.g. improve staff evaluation practices to assure timely and meaningful feedback for the purpose of improving quality of instruction.):			
Implementation Strategies	Persons Responsible for Implementation	Target Date of Completion	Actual Date of Completion