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**PROGRAM ADMINISTRATION  
& QUALIFICATIONS**

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Alesi Group



Program Guidelines for High Quality Early Education: Birth Through Kindergarten

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**WELCOME ACTIVITY:**

Take a look at the question on your card.

With your card and a pen in hand, walk around the room and:

- Introduce yourself to at least 5 individuals who are not sitting near you
- Ask each person the question on your card
- Document their answers on the card
- Jot down your answer to the question

When you return to your table/chair, introduce yourself to those around you. Share your question and responses with those around you.

**Decide which responses are most likely the "correct" answer(s) to your question. Chart them on a piece of paper.**



Welcome

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1.1 A written philosophy is used as a basis for program planning, implementation, evaluation, and modification.

1.2 The early education program is supervised, administered, and implemented by qualified early childhood personnel.

1.3 Program policies are used as a basis for efficient and effective early childhood program operation at each site.

1.4 The program provides professional development opportunities for the early education staff to strengthen their competencies in planning and implementing appropriate and effective educational programs for young children.

**Four Program Administrative & Qualifications GUIDELINES**

Program Administration & Qualifications Guidelines

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**PROGRAM IMPLEMENTATION PLAN**

- Philosophy Statement ..... pg 1
- Goals from Prior Year..... pg 3
- Administrator Evaluation Summary ..... pg 5
- Staff Questionnaires Summary..... pg 8
- Family Questionnaires Summary..... pg 9
- Overview of Current Practices..... pg 15
- ITRASCERS Findings ..... pg 21
- Prior Year Successes ..... pg 25
- Goals for Upcoming Year..... pg 27
- Organizational goals (include SMART Goals)
- Classroom goals (include SMART Goals)
- Goals Matrix

**OUR PHILOSOPHY STATEMENT:**

We believe that parents and family are the most significant partners in the child's life. We strive to work in a partnership with the families to benefit the child. Our doors are open to families at all times and we encourage daily communication between parents and staff members. Parents and family members are encouraged to actively participate in our program.

We believe that each child is a unique individual who develops at his/her own rate. We strive to provide culturally, linguistically, and developmentally appropriate programs that focus on the process of learning and help children enjoy successful experiences.

We believe that a stable, safe, healthy, comfortable, and culturally relevant environment is crucial for a child's physical, emotional, social, cognitive and creative growth.

We believe in positive guidance techniques. By establishing consistent, age appropriate limits, we help the children function in their world. Our programs are designed to develop in children a sense of independence, social competence, confidence and responsibility.

We believe our program strength lies in the dedication and commitment of our staff. We support our staff with training, resources and opportunities to share a unique and meaningful learning experience for the children. Our staff create a caring and nurturing environment that enhances each child's individuality, creativity and self-image.

**Guideline 1.1 A written philosophy is used as a basis for program planning, implementation, evaluation, and modification**

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**POLICIES & PROCEDURES ACKNOWLEDGEMENT**

I have read and understood this program's policies and procedures.

I also understand that if I have questions or need any clarification of any part of this document, it is my responsibility to ask the appropriate individual (i.e. program administrator/director).

Signature \_\_\_\_\_  
Date \_\_\_\_\_

**EARLY CHILDHOOD PROGRAM POLICIES & PROCEDURES**

- Program Philosophy..... 1
- Program Vision & Mission..... 3
- Teacher Leadership..... 5
- Staff-Child Ratios..... 7
- Developmentally Appropriate Practices..... 9
- Inclusion & Best Practices..... 14
- Attendance & Resiliency..... 20
- Assessing Children's Learning..... 25
- Family Partnerships..... 30
- Reporting Suspected Incidents of Abuse & Neglect..... 35
- Ongoing Professional Development..... 40
- Teacher Collaborations..... 45
- Staff Meetings..... 48
- Problems-Solving..... 50

**Program Guideline 1.3 Program policies are used as a basis for efficient and effective early childhood program operation at each site.**

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**Min. 12 hours per wk  
170 Days per year\***

**Attendance Policies for children**

\*STED requires 360 minutes or 5 days BUT...

**KINDERGARTEN**

180 Days per year or equivalent of

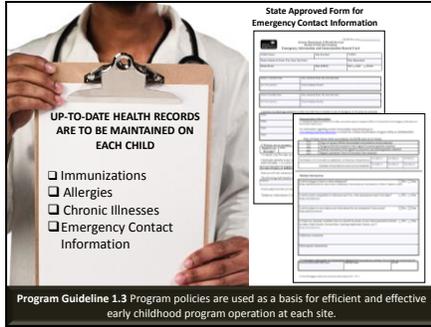
Min. 450 Instruct hrs per school yr-1/2 day

Min 900 hrs per school yr- full day

**35 square ft of usable space per child**

**Program Guideline 1.3 Program policies are used as a basis for efficient and effective early childhood program operation at each site.**

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UP-TO-DATE HEALTH RECORDS ARE TO BE MAINTAINED ON EACH CHILD

- Immunizations
- Allergies
- Chronic Illnesses
- Emergency Contact Information

State Approved Form for Emergency Contact Information

Program Guideline 1.3 Program policies are used as a basis for efficient and effective early childhood program operation at each site.

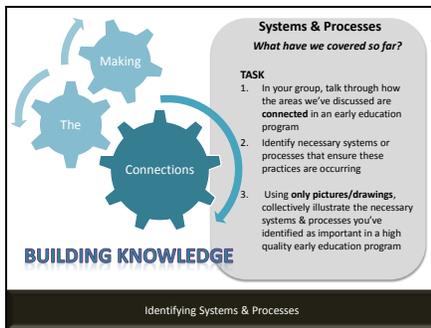
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Reporting Suspected Abuse and/or Neglect

Program Guideline 1.3 Program policies are used as a basis for efficient and effective early childhood program operation at each site.

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**Systems & Processes**  
*What have we covered so far?*

**TASK**

1. In your group, talk through how the areas we've discussed are **connected** in an early education program
2. Identify necessary systems or processes that ensure these practices are occurring
3. Using **only pictures/drawings**, collectively illustrate the necessary systems & processes you've identified as important in a high quality early education program

**BUILDING KNOWLEDGE**

Identifying Systems & Processes

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**QUALIFICATION & EXPERIENCE ACTIVITY:**

In your group, read through the qualification cards. Determine which qualifications/education Group cards for each of the following positions:

**AZ DEPARTMENT OF EDUCATION STATE FUNDED EARLY EDUCATION PROGRAMS :**

Administration, Teachers, Kindergarten Teachers, Assistant Teachers

**OTHER FEDERAL, STATE, TRIBAL OR OTHER PRIVATELY FUNDED PROGRAMS:**

Administration, Teachers including Infant-Toddler Teachers, Assistant Teachers, Family Support Personnel

**Guideline 1.2** The early education program is supervised, administered, and implemented by qualified early childhood personnel.

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AZ DEPT OF ED STATE FUNDED EARLY EDUCATION PROGRAMS	Personnel Qualifications	OTHER FEDERAL, STATE, TRIBAL OR PRIVATELY FUNDED PROGRAMS
<p><b>PROGRAM ADMINISTRATOR</b></p> <p><b>EDUCATION</b> Advanced Degree 6 Credit Hrs Administration 1 Year FT Teaching Experience</p> <p><b>OR</b></p> <p>BA in ECE, CD or related field 6 Credit Hrs Administration 3 Years FT Teaching Experience</p> <p><b>OR</b></p> <p>Principal's Certificate 1 Year FT Teaching Experience (birth-age 8)</p>		<p><b>PROGRAM ADMINISTRATOR</b></p> <p><b>EDUCATION</b> BA in ECE, Education, closely related field</p> <p><b>OR</b></p> <p>AZ Provisional/Standard Teaching Cert in ECE</p> <p><b>OR</b></p> <p>AZ Provisional/Standard Teaching Cert in Elem Ed w/ EC Endorsement</p> <p><b>EXPERIENCE</b> 1 Year Experience in ECE Programs</p>
<p><b>Guideline 1.2</b> The early education program is supervised, administered, and implemented by qualified early childhood personnel.</p>		

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AZ DEPT OF ED STATE FUNDED EARLY EDUCATION PROGRAMS	Personnel Qualifications	OTHER FEDERAL, STATE, TRIBAL OR PRIVATELY FUNDED PROGRAMS
<p><b>Teacher (July 1, 2012)</b></p> <p><b>EDUCATION</b> Current National Board Certification in Early Childhood</p> <p><b>OR</b></p> <p>BA in ECE or closely related field Current AZ Cert or Endorsement in ECE*</p> <p><small>*180 clock hours or 12 semester hours within 6 years to retain certificate</small></p>		<p><b>Teacher</b></p> <p><b>EDUCATION</b> At least 50% with BA in ECE or closely related field</p> <p><b>OR</b></p> <p>AZ Provisional/Standard Teaching Cert in ECE</p> <p><b>OR</b></p> <p>AZ Provisional/Standard Teaching Cert in EC-Special Education</p> <p><b>OR</b></p> <p>Provisional/Standard Teaching Cert in ED w/ECE Endorsement</p> <p><b>EXPERIENCE</b> 6 Months Experience in ECE Programs</p>
<p><b>Guideline 1.2</b> The early education program is supervised, administered, and implemented by qualified early childhood personnel.</p>		

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OTHER FEDERAL, STATE, TRIBAL OR PRIVATELY FUNDED PROGRAMS



**Personnel Qualifications**

**Infant-Toddler Teacher**  
Specialized Education Related to Infants & Toddlers  
Examples: I-T Credential, coursework, PITC

**Kindergarten Teacher**  
July 1, 2012  
Valid Provisional/Standard Teaching Cert in ECE  
OR  
Valid Provisional/Standard Teaching Cert in ED with ECE Endorsement

**Guideline 1.2** The early education program is supervised, administered, and implemented by qualified early childhood personnel.

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AZ DEPT OF ED STATE FUNDED EC PROGRAMS

OTHER FEDERAL, STATE, TRIBAL OR PRIVATELY FUNDED PROGRAMS



**Personnel Qualifications**

**ASSISTANT TEACHER**  
Meet Fed Legislative Highly Qualified Requirements  
Associates in ECE/CD  
OR  
CDA Credential in ECE/CD  
OR  
College Certificate in ECE/CD

**EXPERIENCE**  
6 Months Experience with Young Children

**ASSISTANT TEACHER**  
All Assts Have HS Diploma/Equiv  
At Least 50% of Assts have at least 9 months experience  
AND  
At Least 50% have at least 3 months experience in ECE Programs

**Guideline 1.2** The early education program is supervised, administered, and implemented by qualified early childhood personnel.

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OTHER FEDERAL, STATE, TRIBAL OR PRIVATELY FUNDED PROGRAMS

**Personnel Qualifications**



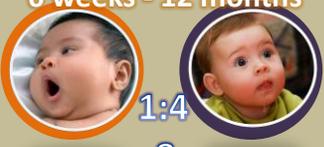
**Family Support Personnel**  
Successful completion of at least 2 year degree or certification program in a field appropriate to their job responsibilities.  
Experience working successfully with families, organizations and agencies representing the diverse cultures and lifestyles in the community served.

**Guideline 1.2** The early education program is supervised, administered, and implemented by qualified early childhood personnel.

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**Infant Ratio & Group Size**

**6 weeks - 12 months**



1:4

8  
Group Size

\*AZ State Licensing is 1:5; 2:11

**Program Guideline 1.3** Program policies are used as a basis for efficient and effective early childhood program operation at each site.

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**Toddler & Two Ratios & Group Sizes**

**12-24 mo**      **2 yrs**



1:5

10  
Group Size

1:6

12  
Group Size

\*AZ State Licensing is 1:6; 2:13 for 1 yr olds. 1:8 for 2 year olds

**Program Guideline 1.3** Program policies are used as a basis for efficient and effective early childhood program operation at each site.

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**Preschool Ratios & Group Sizes**

**3 yrs**      **4 yrs**



1:9

18  
Group Size

1:10

20  
Group Size

\*AZ State Licensing is 1:13 for 3 yr olds. 1:15 for 4 year olds

**Program Guideline 1.3** Program policies are used as a basis for efficient and effective early childhood program operation at each site.

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### Kindergarten Ratio & Group Size



20  
Group Size

\*AZ State Licensing is 1:20 for 5 yrs olds & school aged children

**Program Guideline 1.3** Program policies are used as a basis for efficient and effective early childhood program operation at each site.

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### Additional Ratio Guidelines

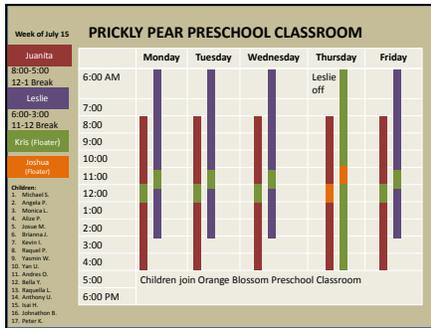
mixed age classrooms



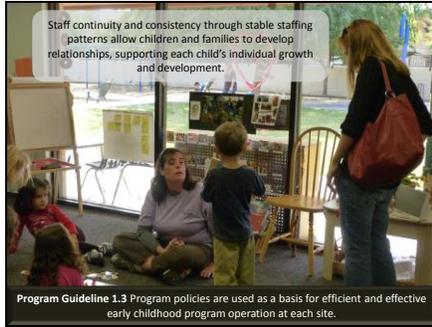
children with disabilities/individual needs

**Program Guideline 1.3** Program policies are used as a basis for efficient and effective early childhood program operation at each site.

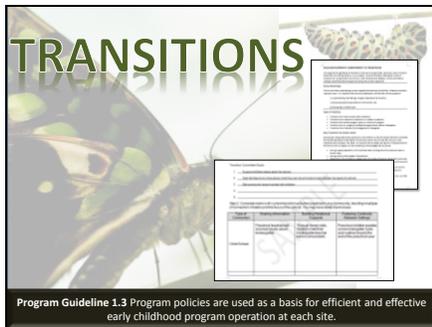
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## BUILDING KNOWLEDGE Part 2

Identifying Systems & Processes

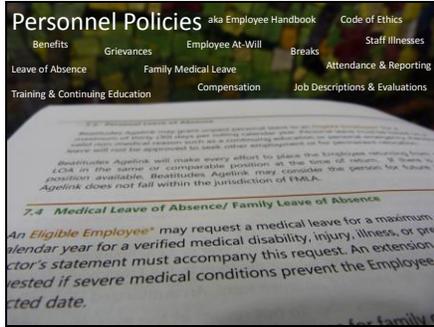
### Systems & Processes

*What have we covered so far?*

**TASK**

1. In your group, talk through how the areas we've discussed are **connected** in an early education program
2. Identify necessary systems or processes that ensure these practices are occurring
3. Using **only pictures/drawings**, **continue** to collectively illustrate the necessary systems & processes you've identified as important in a high quality early education program

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**Professional Development Pathway**

Classroom Observations  
Reflective Supervisions  
Develop Professional Goals

Which may include:

- Relevant training & education opportunities
- For-credit options
- Visits to other ECE programs

Program Guideline 1.4 The program provides professional development opportunities for the early education staff to strengthen their competencies in planning and implementing appropriate and effective educational programs for young children.

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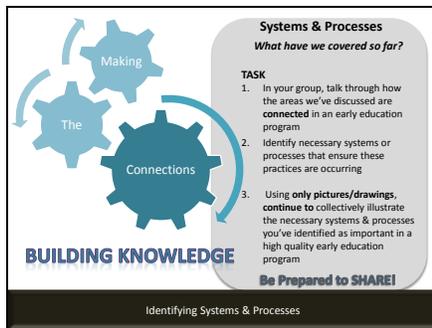
**CONTINUAL GROWTH**

program goals

evaluation processes accountability systems

Program Guideline 1.4 The program provides professional development opportunities for the early education staff to strengthen their competencies in planning and implementing appropriate and effective educational programs for young children.

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**Building Knowledge**

The Making Connections

**Systems & Processes**  
*What have we covered so far?*

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**Be Prepared to SHARE!**

Identifying Systems & Processes

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Where Do We Go From HERE?

DEVELOPING A PROGRAM ADMINISTRATION & QUALIFICATIONS ACTION PLAN

Program Administration & Qualifications Action Plan