



# Program Self-Assessment

# PK

# 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

- Educational 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 the status for each strategy using the following key: **D**= Developing **P**= Proficient **E**= Exemplary

| Strategy                                 | Status   |
|--|----------|
| <b>Access/Enrollment</b>                 | <b>P</b> |
| Eligible 4-Year-Olds                     | E        |
| Eligible 3-Year-Olds                     | D        |
| Outreach Strategies                      | E        |
| Enrollment Plan                          | P        |
| Enrollment Process                       | D        |
| <b>Administrative and Teaching Staff</b> | <b>P</b> |
| Educational Aide Qualifications          | P        |
| Teacher Qualifications                   | P        |
| Teacher Evaluations                      | D        |
| Teacher Professional Development         | E        |
| Coaching and Mentoring                   | D        |
| Administrator Professional Development   | D        |
| Leading Continuous Improvement           | D        |
| <b>Curriculum</b>                        | <b>P</b> |
| Curriculum                               | P        |
| Scope and Sequence                       | P        |
| Curricular Integration                   | P        |
| Vertical Alignment                       | D        |
| Horizontal Alignment                     | D        |

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

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