Arizona Department of Education

Family Engagement Self-Assessment

Early Childhood Education

Indicators	Levels of Performance				Evidence
	3 **Exceeds**	**2** **Meets**	**1** **Approaches**	**0** **Falls Far Below**	
There is two-way communication between staff and families on a regular basis					
Teachers communicate the results of individual child assessments regularly with families and other stakeholders.	• 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 College and Career Ready Standards • Children and families are provided with a variety of strategies to receive additional assistance beyond classroom instruction to support children's learning • Family and child strengths and assets are used as a basis for engaging families in participatory experiences supporting parenting competence and confidence	• 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 and when necessary, referrals for further screenings and/or evaluations are made *(Program Guidelines 5.1.d.)* • 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 • Families are encouraged to contribute information when determining goals for the child's growth and development *(Program Guidelines 5.1.c.)*	• Program Personnel meet with families one time a year to review child assessment data	• Program Personnel do not meet with families to share information about child progress or review child assessment data	• 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

Indicators	Levels of Performance				Evidence
	3 **Exceeds**	2 **Meets**	1 **Approaches**	0 **Falls Far Below**	
	There is two-way communication between staff and families on a regular basis				
Program personnel build positive nurturing relationships with children and parents, and work to improve inclusive practices, and parent and community involvement.	• 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. • Procedures are shared with volunteers that enable them to interact directly with children in developmentally appropriate ways *(Program Guidelines 5.2.d.)* • Varying family schedules are considered when planning opportunities for involvement in workshops, conferences, speakers, field trips, etc. *(Program Guidelines 5.2.b.)*	• Each child and family member is treated with warmth, care, and respect regardless of socioeconomic, racial, or cultural background, gender, ability or appearance • 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 • Families are encouraged to contribute information when determining outcomes for their child and in assessing their child's growth and development • Early education and kindergarten programs collaborate to assure the smooth transition of children and families between programs • Policy and procedures for transitions from	• Communication directed to families is solely for the purpose of providing information related to program operations and/or activities. Communication is one-way • 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)	• Communication directed to children and/or families is punitive, unpleasant and/or demeaning and disrespectful	• Interview Program Personnel • Review attendance records • Review team meeting notes (if applicable) • Review Parent Volunteer log (if applicable) • Review Handbook (if applicable) • Classroom observation • Review weekly classroom newsletter (if applicable) • Review monthly school newsletter (if applicable) • Review school website (if applicable) • Additional evidence found • Review policy and procedures for transitions from early intervention to preschool Review Annual Special Education Data Report completed by LEA

		early intervention to preschool are developed with AzEIP contractors and updated annually (LEAs only) • Program Handbook is given to families as they begin services (See Program Guidelines 5.1.a. for elements to be included in handbook) • Families are encouraged to visit at any time during the day to observe, play with children, read to children, or share their skills and interests *(Program Guidelines 5.2a)*			

Indicators	Levels of Performance				Evidence
	3 Exceeds	2 Meets	I Approaches	0 Falls Far Below	
Families are provided with resources and opportunities to better understand and foster their child's optimal development and become active partners in their child's education.					
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.	• 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 • The program provides resources, educational opportunities, and referrals to meet the needs and interests of parents (see Program Guidelines 5.2.e. for information on what this should include) • Ideas for specific, developmentally appropriate experiences related to individual children's needs, including those appropriate for children with disabilities or for whom English is not their primary language, are shared with families regularly *(Program Guidelines 5.2.f.)*	• Program Personnel collect child assessment data using multiple methods and strategies • Information is elicited informally from parents about their child's experiences at home and is taken into consideration in program planning and implementation • The district has developed and publishes information regarding the screening schedule, how to obtain a screening appointment and uses an effective means to track screening results (LEAs only)	• The district has developed and publishes information regarding the screening schedule, how to obtain a screening appointment or has an effective means to track screening results (LEAs only)		• 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 (regarding how often and method used to collect child assessment data) • Additional evidence found

Indicators	Levels of Performance				Evidence
	3 **Exceeds**	**2** **Meets**	**1** **Approaches**	**0** **Falls Far Below**	
Families are provided with resources and opportunities to better understand and foster their child's optimal development and become active partners in their child's education.					
Anti-bias practices are evident which celebrate and are inclusive of linguistic, multicultural, and individual abilities within the school community.	• 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) • Program Personnel recognize cultural differences in families' perceptions of educational systems. Program Personnel give families time to understand the concepts of collaborative and reciprocal teacher-family relationships *(Program Guidelines 5.1.e.)*	• Practices, supports, and resources are responsive to the cultural, ethnic, racial, language, and socio-economic characteristics and preferences of families and communities • 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	• 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	• 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	• 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

Indicators	Levels of Performance				Evidence
	3 **Exceeds**	**2** **Meets**	**1** **Approaches**	**0** **Falls Far Below**	
Parents are involved in the process of assessing and making decisions about the nature and operations of the early education program					
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	• The Leadership led an ECQUIP process that was inclusive of stakeholders beyond Program Personnel (including families) • Program Personnel can articulate the programs shared vision, mission and philosophy statement • Families have the opportunity, through advisory boards, site councils, surveys, and interviews, to make suggestions about their child's learning environment and about program policies and activities *(Program Guidelines 5.3.a.)* • Families have at least quarterly opportunities to provide input on menu planning to incorporate foods that meet children's preferences, nutritional needs, dietary issues and cultural backgrounds *(Program Guidelines 5.3.b.)*	• 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	• 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,	• 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	• 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

Indicators	Levels of Performance				Evidence
	3 **Exceeds**	**2** **Meets**	**1** **Approaches**	**0** **Falls Far Below**	
Parents are involved in the process of assessing and making decisions about the nature and operations of the early education program					
An ongoing process is in place for monitoring and evaluating curriculum, instruction and professional development, and the results are communicated to all stakeholders and used to acknowledge the program's strengths and address challenges.	• 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 • Families participate in program self-assessment activities *(Program Guidelines 5.3.c.)* • Families preferences and goals for their children are acknowledged with respect and sensitivity and are considered when making program decisions *(Program Guidelines 5.3.d.)*	• The ECQUIP team has designed and began implementation of a process for monitoring and evaluating curriculum, instruction, and professional development • 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	• The ECQUIP team has designed a plan for monitoring and evaluating curriculum, instruction and professional development. • 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	• No process is in place for monitoring and evaluating curriculum, instruction and professional development. • Information related to program strengths and challenges is not shared with Program Personnel and stakeholders	• 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

There is two-way communication between staff and families on a regular basis.

	Exceeds	Meets	Approaches	Falls Far Below
Teachers communicate the results of individual child assessments regularly with families and other stakeholders.	◯ 3	◯ 2	◯ 1	◯ 0
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:

_____

_____

_____

_____

_____

Families are provided with resources and opportunities to better understand and foster their child's optimal development and become active partners in their child's education.

	Exceeds	Meets	Approaches	Falls Far Below
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.	○ 3	○ 2	○ 1	○ 0
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:

_____

_____

_____

_____

_____

Parents are involved in the process of assessing and making decisions about the nature and operations of the early education program.

	Exceeds	Meets	Approaches	Falls Far Below
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
An ongoing process is in place for monitoring and evaluating curriculum, instruction and professional development, and the results are communicated to all stakeholders and used to acknowledge the program's strengths and address challenges.	◯ 3	◯ 2	◯ 1	◯ 0

Comments:

_____

_____

_____

_____

_____