PPT ON STANDARDS 7–9: FAMILY AND COMMUNITIES

This is an example of a presentation used to train local teachers and directors on accreditation requirements.

Early Childhood Education

February 2014

Learning Community Meeting Program Standards and accreditation Criteria

Standard 7, 8 & 9
Families, Community Relationships and Physical Environments
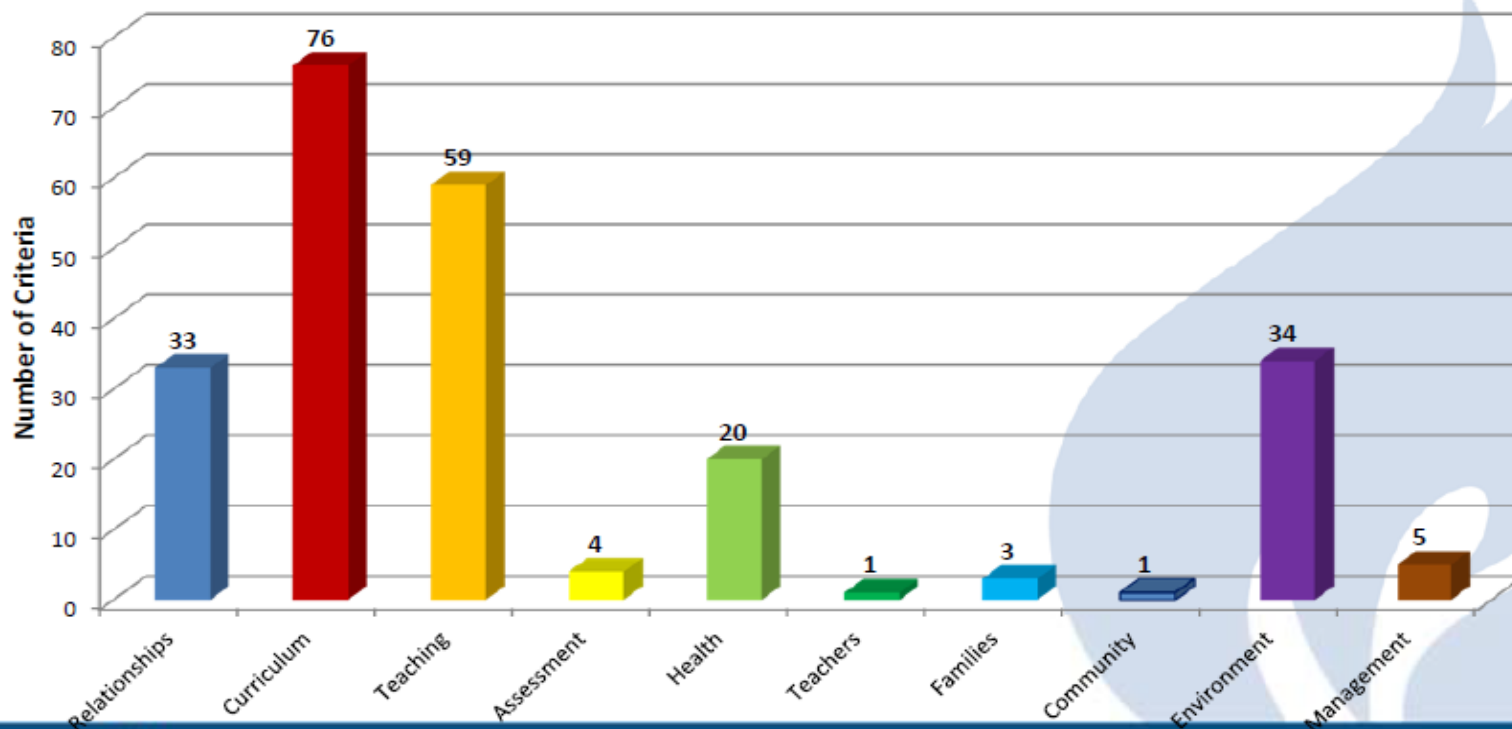
Presented by
Haydee McAmis, MPA

Observable Criteria
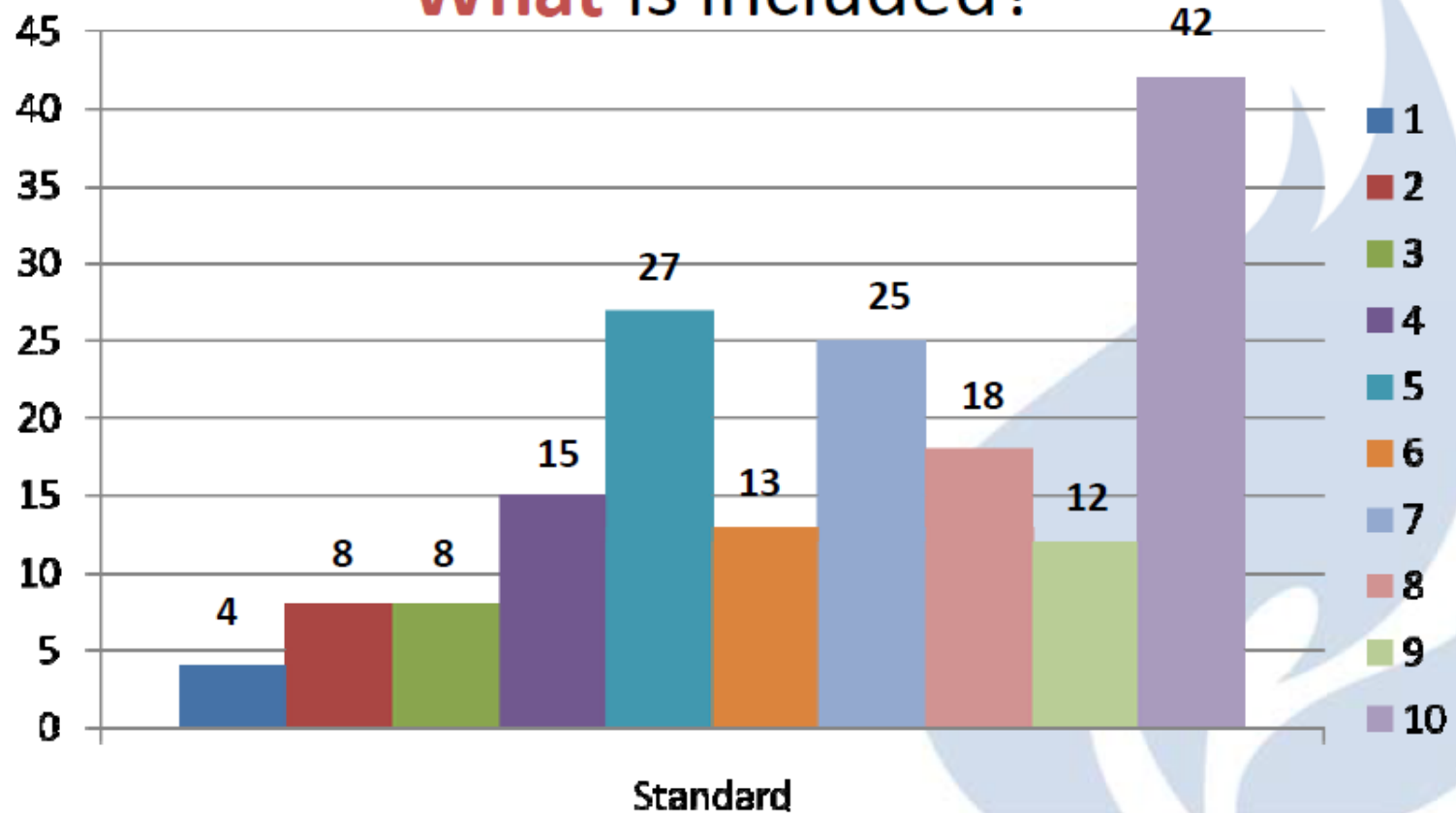
What is Included?

Program Portfolios

What is included?

Standard 7: Families

The program establishes and maintains collaborative relationships with each child's family to foster children's development in all settings. These relationships are sensitive to family composition, language and culture.
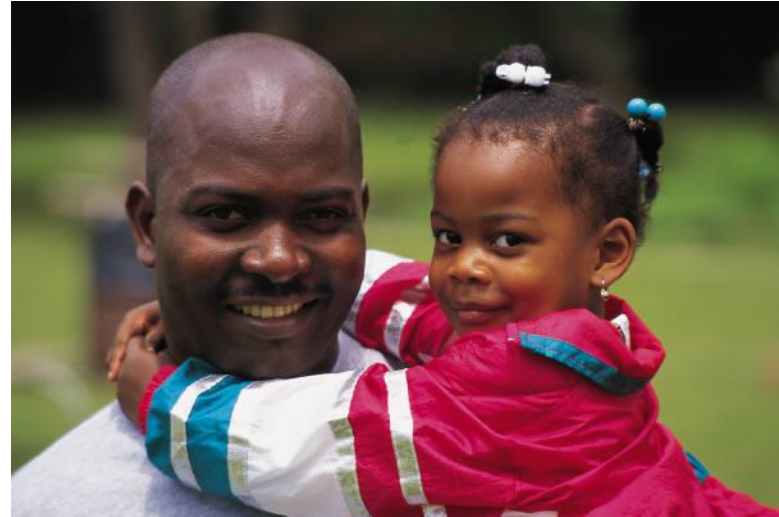
Why Families are Important to Quality

Families matter, both in terms of their *influence* on their own child(ren) and as *partners* with administrative and teaching staff who are working to maximize the quality of children's experiences.

3 Topic Areas within the Families Standard – 28 Criteria

7. A - **Knowing and Understanding** the Program's Families – 14 Criteria

7. B - **Sharing Information** between Staff and Families – 6 Criteria

7. C - **Nurturing Families as Advocates** for Their Children – 8 Criteria

7. A – Knowing & Understanding the Program's Families

This topic area addresses program staff's ability to work effectively with diverse families based on their knowledge of a family's socio-economic, linguistic, racial and cultural background.

7. A - Knowing & Understanding the Program's Families

- Staff develop the skills to work effectively with diverse families and use these skills to develop and maintain reciprocal relationships from enrollment through exit

- The program gathers information about the family and shares information about the program formally and informally

- Program staff engage with families to learn about the child's interest, learning style and parent goals or concerns. This information incorporated into ongoing classroom planning. Staff also works with families on shared child care giving issues such as separation anxiety, nutrition, transitioning in and out of care, etc.

- How your program provides support and information to the parents or guardians

- How the program ensures that ALL families are included in all aspects of the program including volunteer opportunities, event planning, creating opportunities for the families to come together, inviting families to visit the program at any time during business hours, etc.

7. B – Sharing Information between Staff and Families

This topic area addresses techniques and communication styles that promote continuous communications with families. It describes expectations with respect to written communication about the program's operations.

7. B – Sharing Information between Staff and Families

- Programs use a variety of methods to promote dialogue with families – any verbal or written information is translated as needed (7.B.01 & 7.B.02)

- Informing families formally and informally about child assessment. The purpose, the procedure, timing and how the information will be used (7.B.03)

- When sharing a concern about a possible developmental delay the communication is sensitive, supportive and confidential. Any supporting documentation is provided and explained. Suggested next steps and information are shared (7.B.04)

- Program staff communicates <u>daily</u> about the toddler's activities, milestones, issues etc or <u>weekly</u> for Preschoolers (7.B.05 & 7.B.06)

7. C – Nurturing Families as Advocates for Their Children

This topic area addresses the early childhood program's role in supporting family members as their child's primary advocate, both in and beyond the program. It also addresses how differences that arise between program staff and families should be managed and describes how programs support families in making transitions to other early childhood settings, public school settings or both.

7. C – Nurturing Families as Advocates for Their Children

- Program staff encourage families to regularly contribute to decisions about their child's goals and plans for activities and services. Includes encouraging them to raise concerns then working with them collaboratively to find solutions (7.C.01 & 7.C.02)
- Program staff encourage and support families to advocate for needed services (7.C.03)
- Program staff help families prepare for and manage children's transitions between programs. Staff provide information to the families that can assist them in communicating with other programs. Staff provide basic general information on enrollment procedures and practices, visiting opportunities and program options 7.C.06 & 7.C.07)
- Staff obtain written consent from the family before sharing information about the child with other providers, agencies or programs (7.C.08)

Emerging Practices

7.A.04 – To better understand the cultural backgrounds of children, families, and the community, program staff (as part of program activities or as individuals) participate in community cultural events, concerts, storytelling activities, or other events and performances designed for children and their families.

7.C.05 – Program staff provide families with information about programs and services from other organizations. Staff support and encourage families' efforts to negotiate health, mental health, assessment, and educational services for their children.

Applicable Sources of Evidence – Families Standard

Source of Evidence	Criteria
O - Observation	7.A.10 7.B.05, 7.B.06
FS – Family Survey	(ALL EXCEPT, 7.A.04 & 7.C.08) 7.A.01 - 7.A.14 7.B.01 - 7.B.06 7.C.01 - 7.C.07
TS – Teacher Survey	7.A.04 7.B.05, 7.B.06 7.C.04, 7.C.07, 7.C.08
PP – Program Portfolio	(ALL EXCEPT 7.A.10 & 7.B.05,7.B.06 7.A.01 - 7.A.14 7.B.01 - 7.B.04 7.C.01 - 7.C.08
CP – Classroom Portfolio	7.B.05, 7.B.06

Applicable Sources of Evidence-Observation

Source of Evidence	Criteria
O - Observation	7.A.10 7.B.05, 7.B.06

7.A.10 (All) – The program works with families on shared child care giving issues, including routine separations, special needs, the food being served and consumed, and daily care issues

7.B.05 (Inf/Todd) – Program staff communicate with families on a **daily basis** regarding infant's and toddlers'/twos' activities and developmental milestones, shared care giving issues, and other information that affects the well-being and development of their children. Where in-person communication is not possible, program staff communicate through established alternative means.

7.B.06 (PreK/K) – Program staff communicate with families on at least a **weekly basis** regarding children's activities and developmental milestones, shared care giving issues and other information that affects the well-being and development of their children. Where in-person communication is not possible, program staff communicate through established alternative means.

Applicable Sources of Evidence- Classroom Portfolio

| Source of Evidence	Criteria
CP – Classroom Portfolio	7.B.05, 7.B.06

7.B.05 (Inf/Todd) – Program staff communicate with families on a **daily basis** regarding infant's and toddlers'/twos' activities and developmental milestones, shared care giving issues, and other information that affects the well-being and development of their children. Where in-person communication is not possible, program staff communicate through established alternative means.

7.B.06 (PreK/K) – Program staff communicate with families on at least a **weekly basis** regarding children's activities and developmental milestones, shared care giving issues and other information that affects the well-being and development of their children. Where in-person communication is not possible, program staff communicate through established alternative means.

Family Survey

Family Survey → Criteria in the form of a question

If your parents were given this survey today, How would you do?
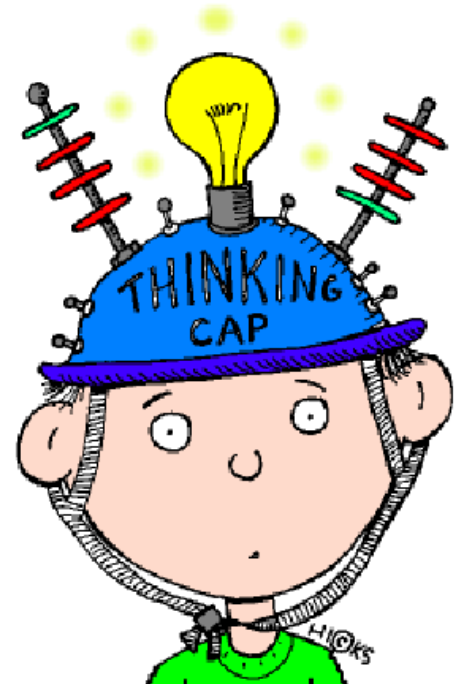
Involving Families in the Accreditation Process

- NAEYC stresses that partnering with families and including staff in efforts toward program improvement are cornerstones of the NAEYC Self- Study and Accreditation processes.

- Without meaning to do so teachers may either imply a mistrust for families or indicate in small ways that families are too busy, simply do not care or do not have the essential skills to assist with the program. Teachers are experts in the classroom, but families are experts on the child.

- Teachers sometimes fail to honor the expertise of family members, or the teacher might assume that his or her own perspective is widely shared.

Using the ECERS-R for improvement: 38. Provisions for Parents

1.1 – No information concerning program given to parents in writing
1.2 – Parents discouraged from observing or being involved in children's program

5.1 – Parents urged to observe in child's group prior to enrollment
5.2 – Parents made aware of philosophy and approaches practiced
5.3 – Much sharing of child-related information between parents and staff
(ex. Freq informal communication; periodic conferences for all children; parent meetings, newsletters, parenting information available)
5.4 – Variety of alternatives used to encourage family involvement in program
(ex. Bring birthday treat, eat lunch with child, attend family potluck)

7.1 – Parents asked for an evaluation of the program annually
(ex. Parent questionnaires, group evaluation meetings)
7.2 – Parents referred to other professionals when needed
(ex. For special parenting help, for health concerns about child)
7.3 – Parents involved in decision making roles in program along with staff
(ex parent representatives on board)

Using the ECERS-R for improvement:
9. Greeting & Departing

1.1 – Greeting of children is often neglected

1.2 – Departure not well organized

1.3 – Parents not allowed to bring children into the classroom

5.1 – Each child is greeted individually

(ex. Staff say "hello" and use child's name; use primary language spoken at home for "hello")

5.2 – Pleasant Departure

(ex. Children not rushed, hugs and good-byes for everyone)

5.3 – Parents greeted warmly by staff (75% of the time)

NA - Permitted if children not brought by parents

7.1 – At arrival, children are helped to become involved in activities, if needed

7.2 – Children busily involved until departure

(ex. No long waiting without activity; allowed to come to comfortable stopping point in play)

7.3 – Staff use greeting and departure as information sharing time with parents. *

NA - Permitted if children not brought by parents

FAMILIES CONNECTIONS TO OTHER STANDARDS

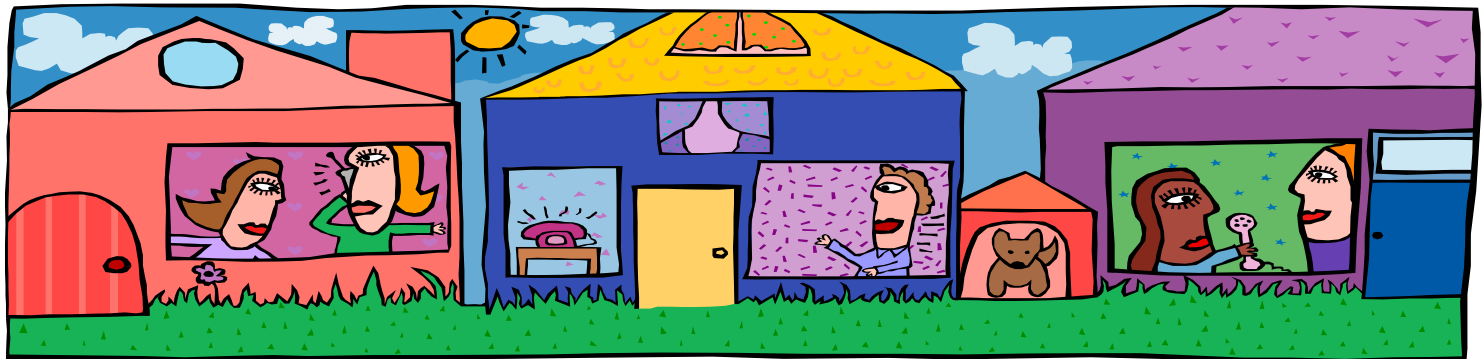| RELATIONSHIPS Standard 1	Topic area – Building Positive Relationships among Teachers and Families" among Teachers and Families - addresses the development & maintenance of positive, reciprocal relationships among teachers and families, emphasizing the need for ongoing communication and sensitivity to family diversity.
TEACHING Standard 3	Topic area – Creating Caring Communities for Learning - addresses the development of a responsive and predicable community in which teachers use their knowledge of children's home & classroom lives to ensure that children are protected from bias and discrimination. Addresses teaching that is responsive to what children know and what they want to learn, to family and cultural needs, and to community values.
ASSESSMENTS Standard 4	Topic area – Communicating with Families and Involving Families in the Assessment Process – discusses the importance of communicating with families about all the areas of their child's development and the assessment process.

FAMILIES CONNECTIONS TO OTHER STANDARDS

COMMUNITY RELATIONSHIPS Standard 8	Addresses the program staff's response capabilities to families needs and requests for support services by informing families of resources that support their well-being and development.
PHYSICAL ENVIRONMENTS Standard 9	Program staff arrange the environment to be welcoming and accessible
LEADERSHIP & MANAGEMENT Standard 10	Topic area Program Evaluation, Accountability, and Continuous Improvement" - addresses the importance of family involvement in overall program improvement efforts.

Standard 8: Communities

The program establishes relationships with and uses the resources of the children's communities to support the achievement of program goals.

3 Topic Areas within the Community Relationships Standard – 18 Criteria

8. A – Linking with the Community
   – 7 Criteria

8. B – Accessing Community Resources
   – 5 Criteria

8. C – Acting as a Citizen in the Neighborhood and the Early Childhood Community
– 6 Criteria

8. A - Linking with the Community

This topic area addresses the program's role in gathering information about community services, informing families about these services, and assisting families in gaining access to services and consultants. It also describes ways that program advocate for services for families in their programs and use information from community stakeholders to inform a program's continuous improvement.

8. A - Linking with the Community

- Program maintains a current list of support services available in the community based on the pattern of needs they observe and what families request. This list is shared with families and they are assisted in locating, contacting and obtaining services (8.A.01)

- Program staff develop partnerships and professional relationships with agencies, consultants and organizations in the community that will further the programs capacity to meet the needs and interests of the families (8.A.02)

- Program staff identify and establish relationships with specialized consultants who can support children with disabilities, behavioral challenges and other special needs to ensure full participation in the program (8.A.05)

8. B - Accessing Community Resources

This topic area addresses program efforts to integrate the community into the program, both by inviting community members to participate in program events and by moving into the community to take advantage of opportunities that are offered.

8. B - Accessing Community Resources

- Program staff use their knowledge of the community and the families it serves as an integral part of the curriculum and children's learning experiences (8.B.01)

- Program staff inform families about community events sponsored by local organizations such as museum exhibits, concerts, storytelling, and theatre intended for children (8.B.03)

- Program staff invite members of the performing and visual arts community such as musical performers, coordinators of traveling museum exhibits, local artists, and community residents to share their interests and talents with the children (8.B.04)

- The program engages with other community organization and groups to cosponsor or participate in cultural events to enrich the experience of children and families in the program (8.B.05)

8. C - Acting as a Citizen in the Neighborhood & the Early Childhood Community

This topic area describes program relationships with the program's families and neighbors to promote working together on neighborhood needs, community improvement and advocacy projects. It also addresses staff participation in professional development opportunities.

8. C - Acting as a Citizen in the Neighborhood & the Early Childhood Community

- Program staff are encouraged to participate in ECE organizations or public awareness by joining and attending meetings and conferences (8.C.01)

- The program encourages staff to participate in joint and collaborative training activities or events with other ECE programs and community service agencies (8.C.02)

- The program encourages staff and families to work together to participate in and support community improvement or advocacy projects (8.C.03)

- Program Leadership builds mutual relationships and communicates regularly with neighbors and involves them in the program as appropriate (8.C.04)

- Program Leadership is knowledgeable about how policy changes at the local, state, tribal or national levels affect the services and resources available for children and their families (8.C.06)

Emerging Practices

8.A.06 – Program staff advocate for the program and its families by creating awareness of the program's needs among community councils, service agencies, and local governmental entities.

8.A.07 – Program staff include information gathered from stakeholders in planning for continuous improvement, building stakeholder involvement in the program, and broadening community support for the program.

Sources of Evidence

Source of Evidence	Criteria
O - Observation	8.A.01
FS – Family Survey	8.A.01, 8.A.03, 8.A.05 8.B.03
TS – Teacher Survey	8.C.05
PP – Program Portfolio	ALL 8.A.01 – 8.A.07 8.B.01 – 8.B.05 8.C.01 – 8.C.06
CP – Classroom Portfolio	N/A

Applicable Sources of Evidence- Observation

Source of Evidence	Criteria
O - Observation	8.A.01

8.A.01 (All) – Program staff maintain a current list of child and family support service available in the community based on the pattern of needs they observe among families and based on what families request (ex. Health, mental health, oral health, nutrition, child welfare, parenting programs, early intervention – special education screening and assessment services and basic needs such as housing and child care subsidies). The share the list with families and assist them in locating, contacting and suing community resources that support children's families well-being and development.

Self-Reflection: Families & Communities

These standards address transitions in which families and communities participate. Two major transitions to consider are:

- The transition between home and school and
- The transition between school settings

Program Standard 9: Physical Environment

Why are Physical Environments Important?

" Adults admire their environment; they can remember it and think about it—but a child absorbs it. The things he sees are not just remembered; they form part of his soul. He incarnates in himself all in the world about him that his eyes see and his ears hear."

– Maria Montessori

Educator, physician, philosopher
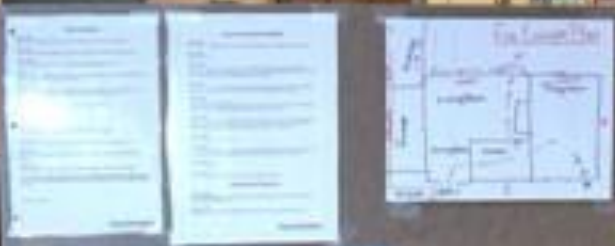
Home Away From Home
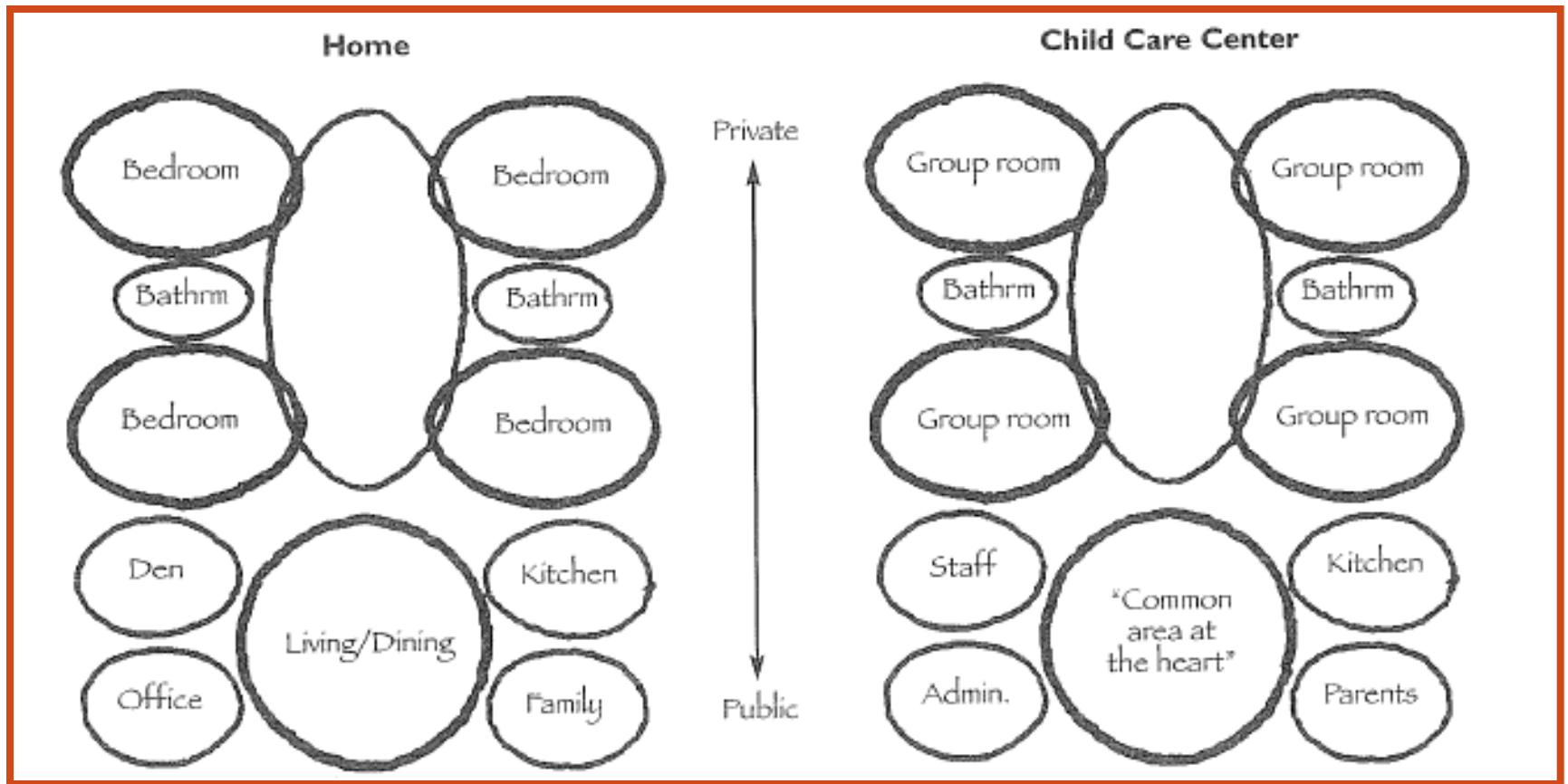
A Child's Perspective

- Vision exercise –

The View from 2.5 Feet

What would a child see and feel in these environments?

ATTN PARENTS:

Children who are
Potty Training OR
newly Potty Trained
MUST Potty Upon
Arrival
~ AND ~
All children need to WASH
HANDS upon arrival

THANK YOU!!

Parent Resource
Please Help
Yourself - Free

Take Home
Book Bags

Take Home
Book Bag
Check - Out

August

2 13 14 15 16 17 18 19 20

Design Concept– Form Follows Function

Entry/ Transition Zone	Quiet Zone	Messy Zone	Active Zone	Outdoor Zone	Additional Spaces
Children's personal storage	Sleeping/resting	Toileting or changing	Large blocks	Imaginative play	Large group meeting
Staff personal storage	Reading	Eating/snack	Dramatic play	Building & construction	Private & semi-private
Parent sign-in & communication	Listening	Water	Housekeeping	Physical activity & movement	Staff work area & telephone
	Manipulatives	Sand	Doll play	Small motor activity	Staff project storage
	Writing	Clay	Miniatures	Horticultural work	
	Small blocks	Painting	Puppet play & store front	Scientific and environmental discovery	
	Maths	Art/Woodworking	Music & movement	Quiet play	
		Cooking, science, nature, & pets	Gross motor play		

Program Standard 9:
Physical Environment

- The program has a safe and healthful environment that provides appropriate and well-maintained indoor and outdoor physical environments. The environment includes facilities, equipment, and materials to facilitate child and staff learning and development.

Topic Areas

- **9.A** - Indoor and Outdoor Equipment, Materials, and Furnishings
- **9.B** - Outdoor Environmental Design
- **9.C** - Building and Physical Design
- **9.D** - Environmental Health

9.A - Indoor and Outdoor Equipment, Materials, and Furnishings – 13 Criteria

- Selection and Use of
  - Materials
  - Equipment
  - Furnishings

9.A - Indoor and Outdoor Materials

- Age and Developmentally Appropriate (9.A.04)
  - Dramatic Play
  - Sensory
  - Literacy
  - Math
  - Science
  - Social Studies
  - Gross Motor
  - Multicultural

Indoor and Outdoor Furnishings/Equipment (9.A.01)

- Diaper Changing
- Sinks
- Chairs
- Tables
- Cots
- Individual Space for Children's Belongings (9.A.02)
- Adaptations (9.A.03)

Indoor Environment

- Sight and Sound Supervision (9.A.05)
- Safety Surfacing (9.A.10)
- Organization (9.A.07-08)
- Soft Elements (9.A.10)
- Clear Pathways (9.A.11)

Photos from Spaces for Children: World Bank Classroom, Washington D.C.
www.spacesforchildren.com

Welcoming and Accessible (9.A.09)

- Clearly Defined Spaces
  - Gather Information
  - Daily Schedule
  - Upcoming Events
  - Sign In/Out
- Infant/Toddler (9.A.14-15)
  - Sit, Hold, Feed
  - Rocking Chairs, Gliders
  - Nursing Moms

9.B - Outdoor Environmental Design

- Motor Experience
- Dramatic Play
- Block Building
- Art
- Manipulative Play
- Exploration of Natural Environment
- Adaptations

Outdoor Environmental Design (9.B.01)

Master Plan for Outdoor Play and Living Spaces for the Upper and Lower Yards

Child Educational Center

SWIRE SIEGEL

Outdoor Play Area (9.B.02)

Play Area (9.B.03)

Play Area (9.B.04 & 9.B.05)

- 75 sq. feet of outside play space per child
- Sandboxes are part of a program facility

Play Area (9.B.06)

Protects Children
- Resilient surfacing
- Catch points, sharp object, entrapments
- Tripping hazards
- Excessive wind and direct sunlight

Cisco Systems Child Care, MIG, Inc., 800 Hearst Avenue, Berkeley, CA 94710, 510.845.7549

Certified Playground Safety Inspector (9.B.07)

SPACES FOR CHILDREN, UNIVERSITY OF CALIFORNIA - LOS ANGELES (UCLA)

Play Area

9.C - Building and Physical Design

- <u>Minimum</u> 35 square feet per child (9.C.01)
- Work Environment (9.C.02)
- American with Disabilities Act (9.C.03)
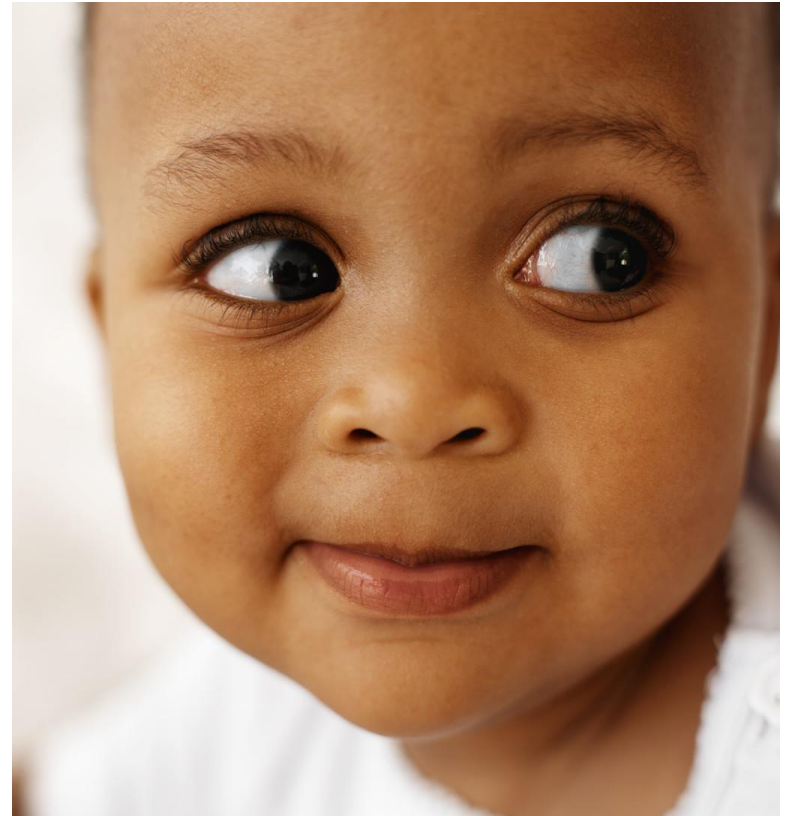- Design Elements (9.C.04 & 05)

Building and Physical Design Work Environment (9.C.02)

- Comfy and Clean
- Taking a Break
- Adult-sized Bathroom
- Personal belongings
- Planning/Preparing

Building and Physical Design Elements

- Lighting (9.C.04 & 09)
- Bathroom Facilities (9.C.05)
- Cleaning & Sanitation (9.C.06)
- Maintenance of Building (9.C.07)
- Safety Hazards (9.C.08)
- First-Aid Kits (9.C.10)

9.D - Environmental Health

- Environmental Exposures
- Water Supply
- Air Pollution
- Noise Levels
- Temperature Regulation
- Smoke Free
- Allergies
- Integrated Pest Management
- Toxic Substances

Applicable Sources of Evidence – Physical Environment

Source of Evidence	Criteria
O - Observation	(ALL EXCEPT 9.B.07, 9.C.13, 9.D.02, 9.D.03, 9.D.08)
FS – Family Survey	9.A.15
TS – Teacher Survey	None
PP – Program Portfolio	9.B.04, 9.B.07 9.C.01, 9. C.03, 9.C.06, 9.C.08 9.C.10, 9.C.13 9.D.02, 9.D.03, 9.D.06, 9.D.08
CP – Classroom Portfolio	9.A.07

Emerging Practices

9.A.01 – The following furnishings are available:
a. For diaper change
b. Hand-washing sinks
c. Child size chair
d. Child size tables
e. Cot, crib, mat, sleeping bag, or pad
f. Blankets
g. Adaptations for children w/disabilities
h. 3 foot spacing between sleeping children

Emerging Practices

9.B.07 – The findings of an assessment by a Certified Playground Safety Inspector are documented and available on-site. The assessment documents:

a. Play equipment safe
b. Correction of any unsafe conditions
c. Inspection & maintenance program
d. Outdoor space accommodates abilities, needs, and interest of each age group

Resources

- Outdoor Classroom
- Green Care for Children
- Child Care Design Guide
- Building Child Care www.buildingchildcare.org
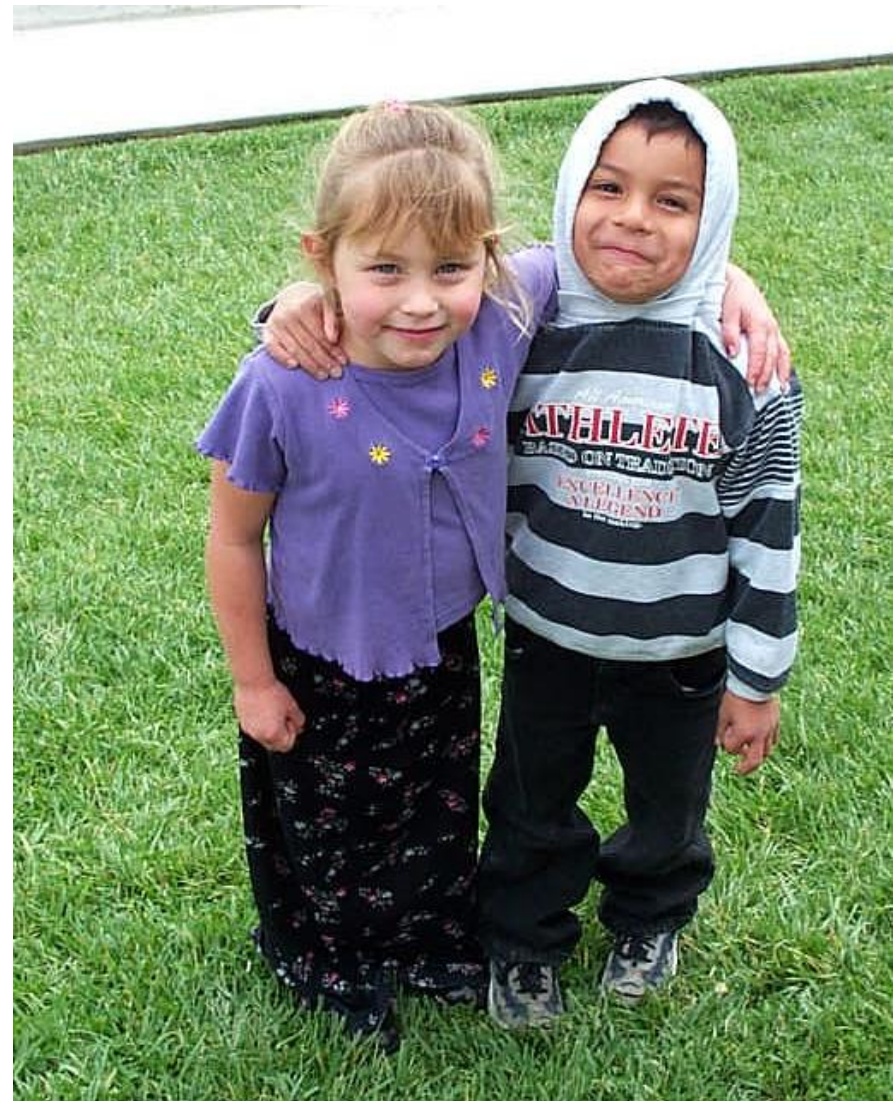
Thank You & Good Luck!

Next Learning Community:

March 20th