

Program Self-Assessment

2023-24 FBISD Prekindergarten Program



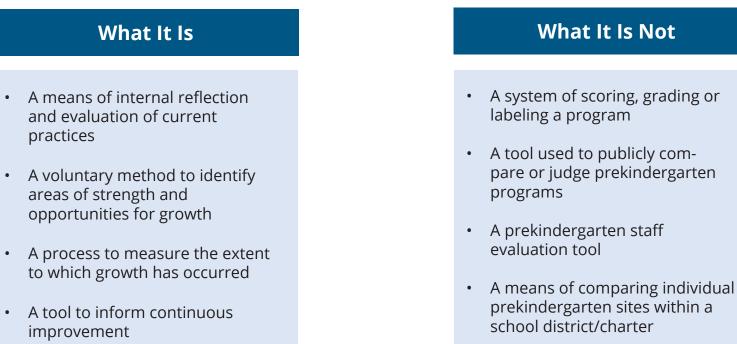


Early Childhood Program Self-Assessment for Prekindergarten

Texas Education Agency

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.



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: <u>https://tea.texas.gov/ece-resources</u>.

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 Oualifications**
- **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 . Îiif

- 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**

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

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

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

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