

Program Rubric

USING THIS RUBRIC

This Program Rubric and its coordinating Program Profile draw heavily on the Division for Early Childhood (DEC) Recommended Practices. The DEC Recommended Practices were developed to provide guidance to practitioners and families about the most effective ways to improve the learning outcomes and promote the development of young children, birth through five years of age, who have or are at-risk for developmental delays or disabilities.

It is suggested that representatives from the school district and community program meet to discuss the Talking Points in the Program Profile and complete the Rubric together. It is important to remember that the Program Profile and Rubric are not designed to “evaluate” a program but rather to generate discussion about the characteristics of a program and the capacity of a school district and community program to work together to meet the needs of children with disabilities. This Guide may be used when initially considering partnering with a community program or for help in determining capacity related to an individual child. However this Guide is not solely intended for use with community programs. It can also be used as a tool for a school district to reflect on the capacity and characteristics of their own programs and/or classrooms. It is also suggested that the Rubric be completed on a regular basis to support the working relationship and ensure the arrangement is working for both the school district and the community program.

Nothing in this Guide is intended to suggest that any specific characteristic is a requirement of a community preschool program. Rather, these are aspects that must be considered by school districts and community programs when developing partnerships and determining whom will be responsible for what when providing services to children with Individualized Education Programs (IEP) placed by a school district in community programs. School districts and community programs have a responsibility to work together to ensure that children with disabilities in community programs have the appropriate supports in place.

Program Rubric

PROGRAM NAME:

DATE:

PERSONS COMPLETING RUBRIC:

COMMUNITY PROGRAM CONTACT PERSON:

Phone:

Email:

SCHOOL DISTRICT CONTACT PERSON:

Phone:

Email:

PRACTICE I: PROGRAM AND STAFF CAPACITY

Sub-Area: Type(s) of Program	See Appendix for more information on licensing.
Type(s) of Licensing:	
Sub-Area: Qualifications/ Credentials	See Appendix for more information on qualifications/credentials.
Credentials of Staff:	

Sub-Area: Flexibility & Experience of Staff	No/No Evidence	Maybe/Partial Evidence (explain)	Yes/Evident (explain)	Comments
Program staff have appropriate knowledge to modify activities				
Program staff are able to provide additional supports				
Program staff are willing to modify behavior management style to accommodate a child				
Program staff are skilled in providing programming to meet differing learning needs				
Program staff have access to on-going professional development				
Program staff have special education background/ experience/training or coursework				
Program staff have the availability to attend IEP meetings or other meetings with school district representatives				
Notes:				

PRACTICE 2: INSTRUCTIONAL PRACTICES

Sub-Area: Philosophy	No/No Evidence	Maybe/Partial Evidence (explain)	Yes/Evident (explain)	Comments
Program's philosophy/mission is aligned with the school district's philosophy/mission				
Program's staff can clearly articulate the philosophy/mission				
Notes:				
Sub-Area: Curriculum	No/No Evidence	Maybe/Partial Evidence (explain)	Yes/Evident (explain)	Comments
There is a documented curriculum				
The curriculum addresses all pre-academic skills				
The curriculum addresses social/emotional development				
The curriculum addresses self-help development				
The curriculum addresses gross motor development				

Sub-Area: Curriculum	No/No Evidence	Maybe/Partial Evidence (explain)	Yes/Evident (explain)	Comments
The curriculum addresses fine motor development				
The curriculum provides guidance on addressing various learning styles				
Notes:				
Sub-Area: Tracking Progress	No/No Evidence	Maybe/Partial Evidence (explain)	Yes/Evident (explain)	Comments
Program tracks data regarding child progress				
Program uses informal methods to track progress				
Program has a formalized process/method for data collection				
Program has a formalized process for using data to inform instruction				
Program has a formalized process to share data with parents				

Sub-Area: Tracking Progress	No/No Evidence	Maybe/Partial Evidence (explain)	Yes/Evident (explain)	Comments
Program has a formalized way to share data with the district				
Program is willing to use data collection specific to individual children's needs (behavior, child engagement)				
Program is willing to participate in the Preschool Outcomes Measurement System (POMS)				
Notes:				

PRACTICE 3: WELL DEFINED ENVIRONMENT

	No/No Evidence	Maybe/Partial Evidence (explain)	Yes/Evident (explain)	Comments
Program meets ADA requirements				
Program has adequate space for provision of school district services				
Physical environment is suitable for children with sensory needs				
Potential for children to access/use technology (eg. Smart Boards, Ipads)				
Physical environment is structured sufficiently to accommodate equipment (wheel chairs, walkers, etc)				

	No/No Evidence	Maybe/Partial Evidence (explain)	Yes/Evident (explain)	Comments
Program has the ability to monitor and address medical needs				
Program has a variety of materials available to accommodate all developmental levels and needs				
Play areas are fenced in				
Doors are locked/have ability to be locked				
Program has clear, documented safety protocol that all staff are aware of and are able to implement				
All equipment is in working order				
There is sufficient space for movement/motor activities				
Notes:				

Sub-Area: Utilization of positive behavioral support strategies	No/No Evidence	Maybe/Partial Evidence (explain)	Yes/Evident (explain)	Comments
Program/classroom rules are posted				
Program/classroom rules are adhered to				
There is a written/documented discipline policy				
Positive strategies are used to address behavior				
Positive strategies are used to facilitate the development of developmentally appropriate and functional behaviors				
Positive strategies are used to address and facilitate change when negative behaviors occur				
Notes:				

PRACTICE 4: CLASSROOM ORGANIZATION, STRUCTURE & SCHEDULE

	No/No Evidence	Maybe/Partial Evidence (explain)	Yes/Evident (explain)	Comments
Schedule is posted				
Schedule is adhered to				
Classroom(s) is/are well organized so that children know what to do in what area				
Children know what materials belong in what area				
Schedule of activities is directly related to learning goals of curriculum				
Children are actively engaged in all activities/components of the school day				
Notes:				

PRACTICE 5: FAMILY PARTNERSHIPS

	No/No Evidence	Maybe/Partial Evidence (explain)	Yes/Evident (explain)	Comments
Program has written family involvement policy and procedures				
Program employs home/school communication methods (please document frequency)				
Program welcomes parent input on child management				
Program has progress/report card system				
Program provides families with useful information about child development and community resources				
Notes:				