



## **Self Assessment**

University of Houston Children's Learning Centers

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## Introduction

AdvancED's Self Assessment (SA) diagnostic is based on the AdvancED Standards of Quality, which serves as the foundation of the accreditation and continuous improvement process. The SA is a valuable tool for collaboratively engaging staff members and stakeholders in purposeful, honest dialogue and reflection to assess the institution's adherence to the Standards, and guide its continuous improvement efforts. The SA includes the institution's self-ratings of and the evidence cited for each of the indicators, comments that explain the indicator's ratings and an overall narrative for each Standard. The results of the SA are reviewed by the External Review Team as one essential component of the preparation process for the institution's External Review.

### Standard 1: Purpose and Direction

The school maintains and communicates a purpose and direction that commit to a sense of community and relationships among young children and adults; developmentally appropriate cognitive, emotional, social, creative, and physical growth and development; as well as shared values and beliefs about teaching, learning, development, and care for young children.

Overall Rating: 3.67

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for the care and developmentally appropriate learning, growth, and development of young children.	The process for review, revision, and communication of the school's purpose is clearly documented, and a record of the use and results of the process is maintained. The process is formalized and implemented with fidelity on a regular schedule. The process includes participation by representatives selected at random from all stakeholder groups. The purpose statement clearly focuses on developmentally appropriate practices for the learning, growth, and development of young children and their care.	<ul style="list-style-type: none"> <li>•Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook, enrollment information)</li> <li>•Documentation of staff training on research-based developmentally appropriate practices for the care, development, and growth of young children supporting the school purpose and direction</li> <li>•Survey results</li> </ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The school leadership and staff commit to a culture that is based on shared values and beliefs about teaching, learning, and care for young children and that also supports a sense of community and relationships among young children and adults to foster within each child a positive sense of self and a capacity to respect and cooperate with others.	Commitment to shared values and beliefs about teaching, learning, and care for young children is clearly evident in documentation and decision making. This commitment is always reflected in communication among leaders and staff. The care and equitable learning experiences are implemented in a measurable way so that all young children achieve a positive sense of self and a capacity to respect and cooperate with others. Evidence indicates a strong commitment to educational programs, instructional practices, and the care of young children that are developmentally appropriate for the cognitive, social, emotional, and physical growth and development of young children. School leadership and staff hold one another accountable to high expectations for professional practice.	<ul style="list-style-type: none"> <li>•The school's statement of purpose</li> <li>•Survey results</li> <li>•Documentation of research on developmentally appropriate practices for the care, development, and growth of young children supporting the school purpose and direction</li> </ul>	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support the care for young children and teaching and learning programs that are developmentally appropriate for the growth and development of young children.	School leaders implement a documented, systematic continuous improvement process for improving the learning, growth, and development of young children and the conditions for the care and developmentally appropriate support of young children. All stakeholder groups are engaged in the process. School personnel maintain a profile with current and comprehensive data on the learning, growth, and development of young children and school performance. The profile contains analyses of data used to identify goals for the improvement of learning, growth, and development and instruction that are aligned with the school's purpose. Improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving all improvement goals. School personnel hold one another accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated. Documentation that the process yields improved learning, growth, and development in young children and instruction is available and communicated to stakeholders.	<ul style="list-style-type: none"><li>•Documentation of research on developmentally appropriate practices for the care, development, and growth of young children supporting the school purpose and direction</li><li>•The school continuous improvement plan</li><li>•Annual Report</li><li>SFAC</li><li>Assessment Plans</li><li>Accreditation Reports</li></ul>	Level 3

**Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence the External Review team members may be interested in reviewing.**

CLC's process for the review and communication of the school's purpose, which clearly focuses on student success, is communicated to all stakeholders using several avenues including the Center website, monthly newsletter, handbooks, enrollment information, annual reports, etc. Stakeholders demonstrate a commitment to shared values and beliefs about teaching and developmentally appropriate practices through interactions with the children and financial support from the University.

CLC stakeholder groups include our staff, parents, children, and governing body and also encompasses the CLC Advisory Board Committee and the UH Commission on Women. The UH Student Fees Advisory Committee, the US Department of Education, and the Texas Department of Emergency Management are also considered stakeholders in that they provide funding to our Center.

CLC administrators illustrate systematic and continuous improvement through accountability reporting and annual compliance documentation. In order to sustain our commitment to high expectations for learning, CLC will stay current with research and remain flexible in order to incorporate any new goals driven by the University and early childhood educational best practices. This will help to ensure that we are continuously meeting the needs of the children and stakeholders.

A goal of CLC is to develop and communicate a school profile on the website that will communicate to stakeholders the Center's progress towards established goals.

**Standard 2: Governance and Leadership**

The school operates under governance and leadership that promote and support learning, growth, and development in young children, family involvement, and school effectiveness.

Overall Rating: 3.83

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The school's policies, practices, and agreements ensure effective administration of the school.	Policies, practices, and agreements clearly and directly support the school's purpose and direction and the effective operation of the school. Policies, practices, and agreements require and have mechanisms in place for monitoring the care and instructional and assessment practices that produce equitable and developmentally appropriate learning experiences for all young children. Policies, practices, and agreements ensure family involvement through collaborative relationships. There are policies and practices requiring and giving direction for professional growth of all staff. Policies and practices provide clear requirements, direction for, and oversight of fiscal management.	<ul style="list-style-type: none"> <li>•Professional development offerings and plans</li> <li>•Staff handbooks</li> <li>•Written policies, procedures, and practices</li> <li>•Corporation operations manuals</li> <li>•School handbooks</li> </ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing authority member(s) operates responsibly and functions effectively.	The governing authority has implemented a process to evaluate decisions and actions to ensure they are in accordance with defined roles and responsibilities, a formally adopted code of ethics, and free of conflict of interest. The governing authority is required to participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing member(s). The professional development curriculum also includes conflict resolution, decision-making, supervision and evaluation, and fiscal responsibility. The member(s) complies with all policies, procedures, laws and regulations and function as a cohesive unit for the benefit of young children and their families.	<ul style="list-style-type: none"> <li>•Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest</li> <li>•Governing authority training plan</li> <li>•Findings of internal and external reviews of compliance with laws, regulations, and policies</li> <li>•Governing authority policies on roles and responsibilities, conflict of interest</li> <li>•Governing code of ethics</li> </ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing authority ensures that the school leadership has the autonomy to meet its goals for young children and developmentally appropriate instructional practices and to manage day-to-day operations effectively.	The governing authority consistently protects, supports, and respects the autonomy of school leadership to accomplish goals for the learning, growth, and development of young children and developmentally appropriate instructional practices and to manage day-to-day operations of the school. The governing authority maintains a clear distinction between its roles and responsibilities and those of school leadership.	<ul style="list-style-type: none"> <li>•Survey results regarding functions of the governing authority</li> <li>•Roles and responsibilities of school leadership</li> <li>•Stakeholder input and feedback</li> </ul>	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	Leaders and staff deliberately and consistently align their decisions and actions toward continuous improvement to achieve the school's purpose. They encourage and foster relationships that support all young children in their cognitive, emotional, social, creative, and physical growth and development. All stakeholders are collectively accountable for the developmentally appropriate learning, growth, and development of young children. School leaders actively and consistently support and encourage innovation, collaboration, shared leadership, and rigorous professional growth. The culture is characterized by collaboration and a sense of community among all stakeholders.	<ul style="list-style-type: none"><li>•Examples of collaboration and shared leadership</li><li>•Examples of improvements and innovations in the educational programs for young children developed by the school or required by the corporation</li></ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages defined stakeholder groups effectively in support of the school's purpose and direction.	Leaders communicate effectively with appropriate and varied representatives from defined stakeholder groups, provide opportunities for stakeholder groups to shape decisions, solicit feedback and respond to stakeholder groups, work collaboratively on school improvement efforts, and provide meaningful leadership roles for stakeholder groups. School leaders' efforts result in measurable, active stakeholder group participation, engagement in the school, a sense of community and ownership.	<ul style="list-style-type: none"><li>•Involvement of stakeholders in a school improvement plan</li><li>•Examples of stakeholder group feedback resulting in school action</li></ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and developmentally appropriate learning, growth, and development for young children.	The primary focus of the criteria and processes of supervision and evaluation is improving professional practice and ensuring developmentally appropriate learning, growth, and development for young children. Supervision and evaluation processes are consistently and regularly implemented. The results of the supervision and evaluation processes are analyzed carefully and used to monitor and effectively adjust professional practice and developmentally appropriate learning, growth, and development for young children.	<ul style="list-style-type: none"><li>•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation</li><li>•Governing authority policy on supervision and evaluation</li><li>•Job specific criteria, job descriptions</li></ul>	Level 4

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence the External Review team members may be interested in reviewing.

CLC's practices and policies support the school's purpose as outlined in the Center's Handbooks. There are mechanisms in place for monitoring the implementation of effective, equitable and developmentally appropriate classroom instruction which guides professional

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growth for all staff. CLC receives oversight and direction from various organizations/regulating bodies to ensure fiscal management, ethical operations, accordance with defined responsibilities, sound decision-making, and effective supervision and evaluation. These governing bodies protect and respect the autonomy of school leadership, maintain clear expectations regarding their roles and responsibility, and outline a formal professional development process.

CLC is governed and regulated by the following entities: The University of Houston, The National Association for the Education of Young Children, AdvancED, The Texas Department of Family and Protective Services and the Texas Department of Human and Health Services Commission.

There is an evident shared sense of purpose among all stakeholders in supporting young children in their cognitive, emotional, social, creative, and physical growth and development. Leaders and stakeholders communicate effectively in order to align decisions and actions towards continuous improvement.

In order to sustain school operations that foster and support learning, growth, and development in young children, CLC will continue promoting family involvement, accountability reporting, supervising and evaluating staff, as well as collaborating with all stakeholders on school improvement efforts.

A goal of CLC is to develop a school profile on the website that will communicate to all stakeholders the Center's progress towards established goals to promote an even stronger sense of community and ownership.

### Standard 3: Teaching and Assessing for Learning

The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness, and the developmentally appropriate cognitive, emotional, social, creative, and physical growth and development of young children.

Overall Rating: 3.75

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The school's curriculum includes challenging content and provides equitable and challenging learning experiences that ensure the developmentally appropriate cognitive, emotional, social, creative, and physical growth and development of all young children and that lead to success at the next level.	Curriculum content and learning experiences provide all young children challenging and equitable opportunities that address cognitive, emotional, social, creative, and physical growth and development aligned with the school's purposes. Evidence clearly indicates curriculum content and learning experiences promote children's learning, development and success at the next level through developmentally, culturally and linguistically appropriate instructional practices. Learning activities are individualized for children in a way that supports developmental needs, interests, and achievement of expectations. All teachers implement the school's instructional design with fidelity.	<ul style="list-style-type: none"> <li>•Readiness assessments</li> <li>•Daily schedule</li> <li>•Lesson plans</li> <li>•Learning expectations for different learning domains</li> <li>•Children's work across learning domains and learning expectations</li> </ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data about young children's readiness, learning, and development and examination of professional practice.	Using data from multiple measures about young children's readiness and learning and an examination of professional practice, school or organizational personnel monitor and adjust curriculum, instruction, and assessment to provide information on children's readiness, learning, growth, and development aligned with the school's goals and objectives. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process ensures the alignment of the scope and sequence of the educational program with the school's purpose. The school's program reflects professional practice for young children.	<ul style="list-style-type: none"> <li>•Screening assessments</li> <li>•Curriculum – referenced assessments</li> <li>•Lesson plans aligned to the curriculum</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage young children in their learning through developmentally appropriate and effective instructional strategies that address achievement of learning expectations.	Teachers are consistent and deliberate in planning and using developmentally appropriate and effective instructional strategies that address achievement of learning expectations. Teachers personalize instructional strategies and interventions to address individual learning needs of each child. Teachers consistently use instructional strategies that engage children's active participation in activities to construct and apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	<ul style="list-style-type: none"> <li>•Agenda items addressing these strategies</li> <li>•Professional development focused on these strategies</li> <li>•Authentic assessments</li> <li>•Lesson plans</li> </ul>	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure young children's success.	School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures beyond classroom observation to ensure that they 1) are aligned with the program's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all children in the oversight of their learning, and 4) use age-appropriate and content-specific standards of professional practice.	<ul style="list-style-type: none"><li>•Administrative classroom observation protocols and logs</li><li>•Documentation of collection of lesson plans and reporting (grade) books</li></ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and support learning, growth, and development of young children.	Most members of the school participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across program levels and content areas. Staff members have been trained to implement a formal process that promotes discussion about children's learning. Learning, using, and discussing the results of inquiry practices such as action research, the examination of children's work, reflection, study teams, and peer coaching occur regularly among most school personnel. School personnel indicate that collaboration causes improvement results in instructional practice and the learning, growth, and development of young children.	<ul style="list-style-type: none"><li>•Examples of cross curricular projects, interdisciplinary instruction, and classroom action research project</li><li>•Agendas and minutes of collaborative learning committees</li><li>•Calendar/schedule of learning community meetings</li><li>•Student portfolios</li></ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the program's instructional process in support of children's learning.	All teachers systematically use a developmentally appropriate instructional process that builds upon children's prior knowledge. Teachers always model or demonstrate the process for implementing learning activities to scaffold children's learning. The process requires the use of multiple measures to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides children with specific and immediate feedback about their learning.	<ul style="list-style-type: none"><li>•Agendas and minutes of faculty/staff meetings</li><li>•Examples of cross curricular projects, interdisciplinary instruction, and classroom action research project</li><li>•Developmental screenings and referrals</li></ul>	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs model best practices and support instructional improvement consistent with the program's values and beliefs about teaching and learning.	All school personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set high expectations for all school personnel and include valid and reliable measures of performance.	<ul style="list-style-type: none"> <li>•Retention/turn over rates</li> <li>•Descriptions and schedules of mentoring, coaching, and induction programs with references to school beliefs and values about young children and their learning, growth, and development</li> <li>•Formal and informal mentoring/coaching examples</li> </ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that are understandable, useful and engage families in meaningful ways in their children's education are designed, implemented, and evaluated. Families have multiple ways of staying informed of their children's learning progress.	<ul style="list-style-type: none"> <li>•Communications to parents</li> <li>•Calendar outlining when and how families are provided information on child's progress</li> </ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each child is well known by each adult in the school who supports that child's educational experience.	All school personnel participate in a structure to interact with individual children on an ongoing basis, enabling them to build strong relationships over time with the child and related adults. The structure allows each adult who supports the child's educational experience to gain significant insight into and serve as an advocate for the child's cognitive, social, emotional, creative, and developmental needs. School personnel form relationships with all children.	<ul style="list-style-type: none"> <li>•Naturalistic observations of children on an on-going basis</li> <li>•Teacher observation checklist</li> </ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.10	Documenting, measuring and reporting young children's learning, growth, and development that represent the attainment of learning goals and content are consistent across the school's developmental programs.	All teachers use common documenting, measuring and reporting policies, processes and procedures based on clearly defined criteria that represent each child's attainment of developmentally appropriate learning goals, content, knowledge and skills. These policies, processes and procedures are implemented consistently across developmental programs. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated.	<ul style="list-style-type: none"> <li>•Assessment schedules</li> <li>•Reporting documents to parents</li> </ul>	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	All staff members participate in a rigorous, continuous program of professional learning that is aligned with the school's purpose and direction. Professional learning is individually based on an assessment of needs of the school and the individual. The program builds measurable capacity among all professional and support staff. The program is rigorously and systematically evaluated for effectiveness in improving instruction; child learning, growth, and development; and the conditions that support learning for young children.	•Brief explanation of alignment between professional learning and identified needs	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates instruction to address the unique learning, growth, and development needs of young children.	School personnel systematically and continuously use data to identify unique learning, growth, and development needs of all young children at all levels of proficiency as well as other learning needs (such as second languages or cultural contexts). School personnel stay current on research related to different modes of learning (such as multiple modalities, multiple intelligences, and developmental characteristics in young children) and provide all children with a variety of ways to learn.	•Readiness assessment tools •Parent-teacher conferences •Training and professional learning related to research on learning, growth, and development of young children •Data used to identify unique learning, growth, and development needs of students	Level 4

**Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence the External Review team members may be interested in reviewing.**

CLC's curriculum content and learning experiences that are individualized for children using data from multiple measures which are consistently used by all teachers. The curriculum is assessment based, aligns with our core values, and engages children in constructing knowledge and skills for school readiness.

To ensure the implementation of age and developmentally appropriate curriculum, lesson plans, assessments, and teacher-child interactions are formally and consistently monitored. Ongoing professional development is provided to engage teachers in collaborative learning communities, reflection, and peer coaching as well as administration of effective instructional practices.

In order to sustain and improve upon teaching and learning effectiveness, CLC will develop a plan for the systematic evaluation of our professional development program.

**Standard 4: Resources and Support Systems**

The program has resources and provides services that support its purpose and direction to ensure success for all children.

Overall Rating: 3.59

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Clearly defined policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders use a formal, systematic process to determine the number of personnel necessary to fill all the roles and responsibilities to support the program purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund all positions necessary to achieve the purpose and direction of the school.	<ul style="list-style-type: none"> <li>•Policies, processes, procedures and other documentation related to the hiring, placement, and retention of professional and support staff</li> <li>•Staff License/certification/qualifications</li> <li>•Staff compensations/benefits</li> <li>•Professional and support staff/child ratios</li> </ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.2	The school employs qualified Administrators/Directors for each administrative position to support the school's purpose, direction, and the educational program.	Administrators/Directors have an advanced level degree or higher or an Associates Degree/credential in early childhood education, or 60 credits with a minimum of 24 credits in early childhood education, child development, or elementary education and 3 years verifiable early childhood work experience or 3 years verifiable educational administrative experience or a combination of both. A documented plan for meeting this expectation within a 2-year timeframe, or governmental documentation showing the equivalency of credentials and experience is acceptable.	<ul style="list-style-type: none"> <li>•Staff License/certification/qualifications</li> </ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school employs qualified teachers for each professional teaching position to support the school's purpose, direction, and the educational program.	All lead teachers have an advanced level degree or higher or an Associates Degree/credential in early childhood education or 60 credits with a minimum of 24 in early childhood education, child development, or elementary education. A documented plan for meeting this expectation within a 2-year timeframe, or governmental documentation showing the equivalency of credentials and experience is acceptable.	<ul style="list-style-type: none"> <li>•Staff License/certification/qualifications</li> </ul>	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
4.4	The school employs qualified assistant teachers for each position to support the school's purpose, direction, and the educational program.	All assistant teachers have a High School Diploma/GED or higher or the country's equivalent credential and meet the state/governmental requirements for staff credentials for the position and have 2 years verifiable early childhood work experience. A documented plan for meeting this expectation within a 1-year timeframe is acceptable.	<ul style="list-style-type: none"> <li>•Staff License/certification/qualifications</li> </ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The school maintains a class-size and ratio of young children to teachers that support the care and developmentally appropriate learning, growth, and development of young children.	For all age ranges of young children, the school meets state licensure requirements for group size and student-to-adult ratios.	<ul style="list-style-type: none"> <li>•Staff to student ratio records</li> <li>•enrollment spreadsheet</li> <li>Parent Handbook</li> </ul>	Level 1

Indicator	Statement or Question	Response	Evidence	Rating
4.6	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the early learning school.	Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the school. Instructional time is protected in policy and practice. School leaders work to secure material and fiscal resources to meet the needs of all young children. School leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all children have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the school's purpose and direction.	<ul style="list-style-type: none"> <li>•Examples of efforts of school leaders to secure necessary material and fiscal resources</li> <li>•Budget for authorized expenses and activities</li> <li>•Funding overview-public and private funders</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all young children and staff.	School leaders have adopted or collaboratively created clear definitions and expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with all stakeholders. All school personnel and children, as appropriate to their age and developmental growth, are accountable for maintaining these expectations. Valid measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel to continuously improve these conditions. The results of improvement efforts are systematically evaluated regularly.	<ul style="list-style-type: none"> <li>•Written health and safety policies</li> <li>•Documentation of compliance with local and state inspections requirements</li> <li>•Building inspections record</li> <li>•CPR/1st Aid Certification/health safety trainings</li> <li>•Documentation of emergency procedures such as fire drills and evacuation routes</li> <li>•System for maintenance requests</li> </ul>	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
4.8	The school regularly assesses and maintains all indoor spaces to be accessible to all young children and adults; ventilated, lighted, and temperature-controlled; and the spaces that primarily serve each age-group of young children have direct access to bathroom/washing facilities, sinks, and drinking water.	The school exceeds the expectation. For example, each classroom space has its own bathroom/washing facilities, sinks, and access to drinking water. The school is temperature controlled. Some or all of the classrooms have the capability for independent temperature-control. For example, the spaces for infants may be temperature controlled separately from the spaces for older age-groups of young children.	<ul style="list-style-type: none"> <li>•Written health and safety policies</li> <li>•Facility and equipment specifications</li> <li>•Documentation of emergency procedures such as fire drills and evacuation routes</li> <li>•System for maintenance requests</li> </ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.9	Each classroom/learning space has sufficient usable floor space and size to support the creativity and developmentally appropriate learning, growth, and development of young children; is highly functional for program delivery; and encourages positive staff-to-child relationships.	The school exceeds the expectation. For example, classroom space exceeds the minimum state/governmental measurements per child. Classroom space enables multiple small group and individual learning activities to simultaneously occur without interruption. Arrangements are in place to ensure the safety and security of children at all times.	<ul style="list-style-type: none"> <li>•Written health and safety policies</li> <li>•Facility and equipment specifications</li> <li>•Documentation of emergency procedures such as fire drills and evacuation routes</li> <li>•System for maintenance requests</li> </ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.10	Each classroom/learning space has furniture, equipment, and resources that are safe, clean, well maintained, adaptive, accessible, and developmentally appropriate for the age-group of young children they directly serve; are sufficient in number; and are organized in ways to support appropriate and effective implementation of the program.	The school exceeds the expectation. For example, each classroom/learning space has substantial furniture, equipment, and resources to meet individual student needs and to support the effective implementation of the program. The furniture, equipment and resources are suitable for their purposes and conducive to access and participation by every child. Separate tables are used for eating and working. Multiple work/learning equipment is available within each classroom, i.e. tables, sand/water table, and easel. All furniture, equipment, and resources are in constant excellent repair.	<ul style="list-style-type: none"> <li>•Lists of instructional concepts with supporting classroom materials</li> </ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.11	Indoor and outdoor equipment are safe, available to all young children, are developmentally appropriate for the age-group, have appropriate surfaces to support a variety of types of learning and play, and have impact material under all climbing equipment and swings.	The school exceeds the expectation. For example, all outdoor/indoor equipment is safe, effectively organized, has hard and soft surfaces, and maintains adequate impact material under all climbing equipment and swings. All young children have access to specialized equipment that is specifically designed to support key aspects of children's development and learning. Each age-group of children has access to outdoor spaces and equipment specifically designed for that age-group.	<ul style="list-style-type: none"> <li>•Written health and safety policies</li> <li>•Facility and equipment specifications</li> <li>•Facilities and equipment maintenance records and schedules</li> <li>•Lists of instructional concepts with supporting classroom materials</li> </ul>	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
4.12	Each classroom/learning space has multiple learning/interest centers that are organized for independent use by young children, that support the learning activities of the instructional program and the creativity of young children, and that are well equipped with materials supportive of the purpose of each learning/interest center.	The school exceeds the expectation. For example, each classroom/learning space has multiple learning/interest centers accessible and organized for independent use by all children served by that classroom/learning space and that support the current learning activities in addition to supporting young children's spontaneous exploration and creativity with experiences beyond current learning activities. Each center is well equipped for its purpose and enhanced with a variety of innovative materials.	<ul style="list-style-type: none"><li>•System for ordering/maintaining sufficient supplies</li><li>•Lists of instructional concepts with supporting classroom materials</li><li>•Curriculum standards, guides, expectations</li></ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.13	Each classroom/learning space provides all children with safe and comfortable/cozy areas to relax, rest, or sleep that are continuously supervised by adults at all times.	The school exceeds the expectation. For example, the school provides for each child's comfort. There are constant opportunities to meet each child's need for relaxation, rest and/or sleep. All children are supervised at all times.	<ul style="list-style-type: none"><li>•Lists of instructional concepts with supporting classroom materials</li><li>•Curriculum standards, guides, expectations</li></ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.14	Children and school personnel use a range of interactive media and information resources that support the educational programs.	Children and school personnel have access to interactive media and information resources necessary to achieve the educational program's goals and objectives. Qualified personnel are available to assist children and school personnel in learning about the tools and locations for finding and retrieving information.	<ul style="list-style-type: none"><li>•Technology plan</li><li>•Technology and interactive media inventory</li></ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.15	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure meets the teaching, learning, and operational needs of all stakeholders. School personnel develop assessments to collect data concerning needs and use the resulting data to develop and implement a technology plan to improve technology services and infrastructure.	<ul style="list-style-type: none"><li>•Evidence of central depository and data back-up mechanism</li><li>•Technology plan and budget to improve technology services and infrastructure</li><li>•Hardware and software inventory</li><li>•Policies relative to technology use</li><li>•Security of information policies</li></ul>	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
4.16	Each classroom/learning space has displays that are used effectively as a learning tool, are developmentally appropriate for the age-group, attractively presented, appropriate in content, portray the current learning activities, and showcase children's work and creativity.	The school exceeds the expectation. For example, all displays within each classroom/learning space are appropriate in content for the age-group and relate to current learning activities. The displays are located at levels where children can easily see them, are substantially child-created, and include examples of children's creative work beyond specified learning activities. All children have examples of their individual work displayed within their learning environment. Staff changes the materials for each theme/unit.	<ul style="list-style-type: none"> <li>•Displays pictures/photos</li> </ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.17	The school provides support services to meet the physical, social, and emotional needs of young children that are integral to the educational program.	School personnel implement a process to determine the physical, social, and emotional needs of each child in the school. School personnel provide or coordinate programs to meet the needs of children as necessary. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of young children.	<ul style="list-style-type: none"> <li>•Examples of child assessments</li> <li>•Assessment system for identifying children's needs</li> <li>•Intervention services referral</li> <li>•Lists of support services available to students</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.18	Each child receives individual personal care by staff members who consistently promote the child's general well-being, nutrition, health, and safety.	The school exceeds the expectation. For example, strict sanitary conditions for diapering and toileting are easily maintained through access to sinks and surfaces that are not shared for food preparation and diapering. Resources are constantly available for sanitizing all spaces directly touched by children and adults. Each classroom has child-sized toilets and sinks and individual storage spaces for each child's personal supplies. Child-sized eating utensils and other developmentally appropriate culinary utensils are available to all children. Children have access to a well-balanced and healthy diet according to state/governmental or other widely accepted nutrition guidelines that include cultural and dietary restrictions. The school has clear policies and guidelines on the use, storage, and administration of medications.	<ul style="list-style-type: none"> <li>•Handbooks, procedures</li> <li>•Parent/Staff communications procedures and expectations</li> <li>•Health inspection records</li> </ul>	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
4.19	Arrival and departure routines focus on the care and well-being of each child and encourage a daily exchange of family and school communications regarding the care, well-being, and educational progress of the child.	The school exceeds the expectation. For example, each child is greeted warmly upon arrival and bid farewell upon departure by caring adults having primary responsibility for the care and education of the child. Parents/family consistently take their children into the classroom upon arrival and pick up their children from the classroom upon departure. Parents and staff communicate daily regarding the education, care and/or well-being of the child.	<ul style="list-style-type: none"> <li>•Handbooks, procedures</li> <li>•Student records indicating personal needs</li> <li>•Parent/Staff communications procedures and expectations</li> </ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.20	The school provides services that support the counseling, assessment, and educational referral needs of all students.	School personnel implement a process to determine the counseling, assessment, and educational referral needs of all young children and their families as appropriate to the child's age and developmental level. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of most young children.	<ul style="list-style-type: none"> <li>•Lists of services available related to counseling, assessment, referral, educational, and career planning</li> <li>•Assessment plan</li> <li>•Description of referral process</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.21	All children, parents, and staff experience an environment of reciprocal respect, trust, and open communication in a fair and just way, respecting the needs and characteristics of each individual, and promoting a sense of community, belonging, ownership, and pride.	The school exceeds the expectation. For example, all staff members continuously create a climate of acceptance and respect of all other staff and young children. All staff members are attentive and responsive to individual children and interact with children in a way that builds confidence, extends learning, encourages values, and builds trusting relationships. Staff member(s) sit and eat with children during all meal times modeling appropriate manners and social behaviors. Behavior guidance strategies preserve the dignity of every child.	<ul style="list-style-type: none"> <li>•Handbooks, procedures</li> <li>•Student records indicating personal needs</li> <li>•Parent/Staff communications procedures and expectations</li> <li>•Code of conduct</li> <li>•Written policies on positive guidance strategies</li> </ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.22	All indoor and outdoor spaces are free from hazards and dangerous circumstances for young children and adults, and adults actively remove and resolve hazardous conditions as they may occur.	The school exceeds the expectation. For example, procedures are in place to inspect all indoor and outdoor spaces each day to ensure all spaces are free from hazards and dangerous circumstances. Indoor and outdoor spaces for each age-group are purposefully designed and arranged for that age-group with safety in mind. Adults take immediate action to remove/prevent hazards as they may occur. All students are continuously supervised by adults at all times. Instances of hazardous conditions are exceptionally rare.	<ul style="list-style-type: none"> <li>•Safety handbooks, guidelines, procedures, expectations</li> <li>•Health inspection records</li> </ul>	Level 4

## Self Assessment

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**Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence the External Review team members may be interested in reviewing.**

Above all, CLC strives to maintain a harmonious and safe environment for the children. Our goal is to bring about collaboration between the home, school, and community in ways that enhance children's development.

CLC maintains an operational budget that allows for sustained fiscal resources to employ qualified staff, fulfilling the roles and responsibilities necessary to support the Center's educational program. To offset personnel costs, federal and University funding is allocated towards UH student employee salaries which enables the Center to employ a sufficient number of staff needed to meet the required child:teacher ratios in the classrooms.

CLC also allocates funds towards the maintenance and custodial needs of the Center in order to maintain the high expectations for safety, cleanliness and healthy environment for children and staff. Instructional spaces are sufficient in size and well equipped to support creativity and developmentally appropriate learning, as well as, encourages positive staff to child relationships.

In order to sustain and improve upon the provision of resources and support systems to enhance educational programming, CLC will work to increase the technology services and infrastructure for both children and staff.

## Standard 5: Using Results for Continuous Improvement

The school uses data about the developmentally appropriate learning, growth, and development of young children and overall school effectiveness and uses the data to guide continuous improvement.

Overall Rating: 3.25

Indicator	Statement or Question	Response	Evidence	Rating
5.1	Professional and support staff continuously collect, analyze, and apply learning from multiple data sources, including comparison and trend data about the readiness, growth, development, and learning of young children; instruction; program evaluation; and organizational conditions.	Systematic processes and procedures for collecting, analyzing, and applying data results from all data sources are documented and used consistently by professional and support staff. Data sources include comparison and trend data that provide a comprehensive and complete picture of the growth, learning, and development of young children; instruction; the effectiveness of programs; and the conditions that support learning. All school personnel use data to design, implement, and evaluate continuous improvement plans to improve the growth, learning, and development of young children; instruction; the effectiveness of programs; and organizational conditions.	<ul style="list-style-type: none"> <li>•List of data sources related to growth, development and learning of young children, instruction, program effectiveness, and conditions that support learning</li> <li>•Survey results</li> </ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff are trained in the evaluation, interpretation, and use of data.	All professional and support staff members are assessed and trained in a rigorous professional development program related to the evaluation, interpretation, and use of data.	<ul style="list-style-type: none"> <li>•Policies specific to data training</li> <li>•Survey results</li> <li>•Training materials specific to the evaluation, interpretation, and use of data</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.3	The school uses data to design, implement, and evaluate the results of continuous improvement action plans related to the learning, growth, and development of young children including readiness and success at the next level.	Policies and procedures describe a process for analyzing data that determine verifiable improvement in the growth, development, and learning of young children including readiness and success at the next level. Results indicate improvement, and school personnel consistently use these results to design, implement, and evaluate the results of continuous improvement action plans related to the growth, development, and learning of young children, including readiness for the next level and success at the next level.	<ul style="list-style-type: none"> <li>•Evidence of growth, development, and learning</li> <li>•Survey results</li> <li>•Evidence of student readiness for the next level</li> </ul>	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
5.4	Leadership monitors and communicates comprehensive information about the growth, development, and learning of young children, conditions that support learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor comprehensive information about student growth, development, and learning of young children, conditions that support learning, and the achievement of school improvement goals and regularly present results using multiple delivery methods to all stakeholder groups.	•Samples communications to stakeholders regarding learning; conditions that support the growth, development, and learning of young children; and achievement of school improvement goals	Level 3

**Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence the External Review team members may be interested in reviewing.**

Assessment components are naturally integrated into the course of every day at CLC. Children are observed in their typical learning environment under natural conditions.

CLC utilizes a formal assessment tool that is criterion referenced providing a systematic method for observing children. Children functioning in the 0-36 month age range are assessed using The Early Learning Accomplishment Profile (E-LAP), and children in the 36-72 month age range are assessed using The Learning Accomplishments Profile-Third Edition (LAP-3). Each is designed to assist teachers, clinicians, and parents in assessing individual skill development in six domains: gross motor, fine motor, cognitive, language, self-help, and social/emotional with the addition of pre-writing in the LAP-3. The results of the formal assessments are used to generate a comprehensive picture of a child's developmental progress in the learning domains so that the individualized, developmentally appropriate activities can be planned and implemented. They can be used with children with disabilities and children with typical development. Children receive a beginning, ongoing, and end of the year assessment annually and written results are shared with the parents at least twice a year and when requested.

Ongoing teacher observations of group patterns and individual development are also used to adjust the program to better support group and individual progress. Teachers document observations in their own unique ways such as recording anecdotes, taking photographs, and collecting samples of the children's work. Portfolios, containing samples collected over time, chronicle where children begin when they first entered the classroom, what their interests are, what their challenges are, who their friends are, and how much they have grown. Families have ongoing opportunities to share results of observations from home to contribute to the assessment process. Results of CLC assessments are primarily used to shape the current year's classroom/program planning and to discuss individual children's developmental progress with parents so that we can work together to best support each child's growth. If needed, staff and parents collaborate to arrange for further developmental screenings and/or referrals for diagnostic assessments.

CLC also performs onsite Vision and Hearing Screenings as required by The Texas Department of State Health Services.

In order to sustain and improve upon data driven continuous improvement, more individualized professional development related to the evaluation, interpretation, and use of data is needed.

## Report Summary

### Scores By Section

