

Building Positive Relationships

		NAEYC Criteria	ECERS #	ACSI
With Families	1.1	Teachers work in partnership with families, establishing and maintaining regular, ongoing two-way communication.		8.2
	1.2	Teachers gain information about the ways families define their own race, religion, home language, culture, and family structure.	28*	3.4
	1.3	Teachers communicate with family members on an ongoing basis to learn about children's individual needs to assure smooth transition between home & program.	38	8.2, 8.5
	1.4	Teachers are sensitive to and reassure family members who are concerned about leaving children in non-family care.	38*	
	1.5	Teachers share information with families about classroom rules, expectations, and routines at enrollment and as needed throughout the year.	38	8.3, 8.1
With Children	1.6	Teachers foster children's emotional well-being by demonstrating respect for children and creating a positive emotional climate as reflected in behaviors such as frequent social conversations, joint laughter, and affection.	9	4.1*, 4.9
	1.7	Teachers express warmth through behaviors such as physical affection, eye contact, tone of voice, and smiles.		4.9
	1.8	Teachers are consistent in their physical and emotional care of all children.		
	1.9	Teachers encourage and recognize children's work and accomplishments.		
	1.10	Teachers function as secure bases for children. They respond promptly and in developmentally appropriate ways to children's positive initiations, negative emotions, and feelings of fear by providing comfort, support, and assistance.		
	1.11	Teachers encourage children's appropriate expression of emotions, both positive (e.g., joy, pleasure, excitement) and negative (e.g., anger, frustration, sadness).	16	
	1.12	Teachers evaluate and change their responses based on individual needs. Teachers vary their interactions to be sensitive and responsive to differing abilities, temperaments, activity levels, and cognitive and social development.	18	4.5
	1.13	Teachers talk frequently with children.	16, 18	4.6
	1.14	Teachers engage infants in frequent face-to-face social interactions each day. These include both verbal behaviors (e.g., talking, cooing, repeating infant sounds, singing) and nonverbal behaviors (e.g., smiling, touching, and holding).	32	
	1.15	Teachers adjust their interactions to infants' and toddlers'/twos' state and level of arousal.		4.5
	1.16	Teachers give one-to-one attention to infants during caregiving routines.		
	1.17	Teachers quickly respond to infants' and toddlers'/twos' cries or other signs of distress by providing physical comfort and needed care. Teachers are sensitive to infants' and toddlers'/twos' signals and learn to read their individual cries.		
	1.18	Teachers support children's competent and self-reliant exploration and use of classroom materials.		4.6
1.19	Teachers never use physical punishment such as shaking or hitting. Teachers never use verbal abuse, threats, or derogatory remarks, and do not withhold or withdraw nor threaten to withhold or withdraw food as a form of discipline.	31, 33	4.8	
Relations Among Peers	1.20	Teachers support children's development of friendships and provide opportunities for children to play with and learn from each other.	33	4.8
	1.21	Teachers help children practice social skills and build friendships by helping them enter into, sustain, and enhance play.	33	4.8
	1.22	Teachers intervene quickly when children are physically aggressive with one another and help them develop more positive strategies for resolving conflict.	31	
	1.23	Teachers help children resolve conflicts by helping them identify feelings, describe problems, and try alternative solutions.	31	
	1.24	Teachers facilitate an infant's social interaction when he or she is interested in looking at, touching, or vocalizing to others.		
	1.25	Teachers help children who bully, isolate, or hurt other children to learn and follow the rules of the classroom.	31	4.8
	1.26	Teachers facilitate positive peer interaction for children who are victims of bullying or isolation, as well as for those who are socially withdrawn.	31	

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Consistency	1.27	Teachers provide children opportunities to develop the classroom community through participation in decision making about classroom rules, plans, and activities.		4.4
	1.28	Teachers anticipate and take steps to prevent potential behavior problems.		
	1.29	When children's behavior exceeds group limits, teachers respond by keeping all children safe, and then provide feedback that builds children's competence.		
	1.30	Teachers help children talk about their own and others' emotions. They provide opportunities for children to explore a wide range of feelings and the different ways that they can be expressed.		
	1.31	Teachers promote pro-social behavior by		
	1.32	Teachers counter potential bias and discrimination by		
Challenging Behavior	1.33	For children with persistent, serious, challenging behavior, teachers, families, and other professionals work as a team to develop and implement an individualized plan that supports the child's inclusion and success.		
	1.34	Teachers observe children who have challenging behavior. They identify events, activities, interactions, and other contextual factors that predict challenging behavior and may contribute to the child's use of challenging behavior.		
	1.35	Teachers identify the purpose of the child's behavior and how the child's needs are met through their use of challenging behavior. They then teach social, communication, and emotional regulation skills the child can use in place of challenging behaviors.		
	1.36	Teachers focus on teaching the child new skills and providing supports for the child's appropriate behaviors rather than focusing solely on reducing the challenging behavior.		
	1.37	Teachers use environmental modifications, activity modifications, adult or peer support, and other teaching strategies to support the child's appropriate behavior and prevent the child's use of challenging behavior.		
	1.38	Teachers respond to a child's challenging behavior in a manner that		
Reg.	1.39	Teachers actively teach children social, communication, and emotional regulation skills.		
	1.40	Teachers help children manage their behavior by guiding and supporting children to ...		

Curriculum A: Language & Literacy

		NAEYC Criteria	ECERS #	
Essential Characteristics	2.1	The program has a written statement of philosophy and uses one or more written curricula or curriculum frameworks consistent with its philosophy that address central aspects of child development.		4.4
	2.2	A clearly stated curriculum or curriculum framework provides a coherent focus for planning children's experiences. It allows for adaptations and modifications to ensure access to the curriculum by all children.		4.5
	2.3	Curriculum guides teachers' development and intentional implementation of learning opportunities consistent with the program's goals and objectives.		
	2.4	The curriculum can be implemented in a manner that reflects responsiveness to family home values, beliefs, language, and experiences.		4.2
	2.5	Curriculum guides teachers to engage in attentive, responsive interactions throughout the day to facilitate the development of children's social competence and their ability to learn through interacting with others.	16	
	2.6	Curriculum guides teachers to incorporate content, concepts, and activities that foster aesthetic, cognitive, emotional, language, physical, and/or social development and that integrate multiple disciplines.		4.3
	2.7	Curriculum guides teachers to plan for children's engagement in play (including dramatic play and blocks) so it is linked to classroom topics of study.	24	4.3
	2.8	Curriculum goals and objectives guide teachers' ongoing assessment of children's progress.		4.5
	2.9	Curriculum guides teachers to integrate assessment information with curriculum goals to support individualized learning.		4.5
	2.10	The daily schedule	34	4.3
	2.11	The curriculum guides teachers to provide children learning opportunities, experiences, and/or projects that extend over the course of several days.		
	2.12	Materials and equipment used to implement the curriculum		
	2.13	Active media that children can control, such as cameras, video cameras, audio recorders, and developmentally appropriate software may be used in the classroom as active learning materials. The use of passive media such as television, film, videotapes, and audiotapes is limited to developmentally appropriate programming.		4.3
	2.14	Materials and equipment used to implement the curriculum for infants and toddlers/twos		
Social-Emotional	2.15	Curriculum guides teachers to help children learn to recognize and name their own and others' feelings.	16	
	2.16	Children have varied opportunities to learn the skills needed to regulate their emotions, behavior, and attention.		
	2.17	Children have varied opportunities to develop a sense of competence and positive attitudes toward learning, such as persistence, engagement, curiosity, and sense of mastery.		
	2.18	Children have varied opportunities to develop skills for entering into social groups, developing friendships, learning to help, and other prosocial behaviors.		4.8
	2.19	Children have varied opportunities to learn how to interact with others positively, respectfully, and cooperatively; how to learn from and with one another; and how to resolve conflicts in constructive ways.		
	2.20	Children have varied opportunities to learn to understand, empathize with, and take into account other people's perspectives.	16	
Language	2.21	Goals and objectives for children's acquisition of language align with the program philosophy and consider family and community perspectives.		
	2.22	Curriculum guides teachers to value and support children's oral and written communication in a language their family uses or understands.	16	
	2.23	Children have varied opportunities to develop competence in verbal and nonverbal communication by responding to questions; communicating needs, thoughts, and experiences; and describing things and events.		

		NAEYC Criteria	ECERS #	
	2.24	Curriculum guides teachers to support alternative communication strategies for children who are nonverbal.	15	
	2.25	Children have varied opportunities to develop vocabulary through conversations, experiences, field trips, and books.		
	2.26	Children have varied opportunities and materials that encourage them to have discussions to solve problems that are both interpersonal and related to the physical world.	17	
	2.27	Children have varied opportunities and are provided materials that encourage them to engage in discussions with one another.	16, 17	
Literacy	2.28	Children have varied opportunities to	16, 17	
	2.29	Foundations for early literacy are developed by building on infants' enjoyment of songs, rhymes, routine games, and books by	15	
	2.30	Foundations for early literacy are developed by building on toddlers'/twos' enjoyment of books, songs, rhymes, and routine games by	15	
	2.31	Children have activities that allow them to become familiar with print:	15	
	2.32	Children have varied opportunities to learn to read familiar words, sentences, and simple books.	15	
	2.33	Children have multiple and varied opportunities to write:	16	
	2.34	Each child is encouraged to write independently each day.		
	2.35	Children are regularly provided multiple and varied opportunities to develop phonological awareness:	16	
	2.36	Children are given opportunities to recognize and write letters.	16	
	2.37	Children are encouraged to identify phonemes in words through varied activities, including writing and games.	16	
2.38	Books are displayed and writing is encouraged in one or more areas of the classroom.	15		

Curriculum B: Math & Science

	NAEYC Criteria		ECERS #	
Early Mathematics	2.39	Children are provided opportunities and materials to build understanding of numbers, number names, and their relationship to object quantities and to symbols.	19, 22, 26	
	2.40	Children are provided opportunities and materials to use numerical symbols and to explore operations on quantities, such as adding, taking away, and dividing into equal and unequal subsets.	26	
	2.41	Children are provided opportunities and materials to categorize by one or two attributes, such as shape, size, and color.	26	
	2.42	Children are provided opportunities and materials to understand basic concepts of geometry by, for example, naming and recognizing two- and three-dimensional shapes and recognizing how figures are composed of different shapes.	26	
	2.43	Children are provided opportunities and materials that help them understand the concept of measurement by using standard and nonstandard units of measurement.	26	
	2.44	Children are provided opportunities and materials to use standard and nonstandard units of measurement and to assign numerical values to measurements.	26	
	2.45	Children are provided opportunities to build an understanding of time in the context of their lives, schedules, and routines.	26, 34	
	2.46	Children are provided opportunities and materials that introduce them to conventional tools for understanding time such as a calendar and a clock.	26	
	2.47	Children are provided opportunities/materials that help them recognize and name repeating patterns.	26	
	2.48	Children are provided opportunities and materials to create, represent, discuss, and extend repeating and growing patterns.	19, 26	
	2.49	Children are provided opportunities and materials that encourage them to integrate mathematical terms into everyday conversation.	26	
	2.50	Children are provided opportunities and materials that encourage them to use written mathematical representations in everyday experiences.	26	
	2.51	Foundations for early mathematics are developed by providing infants and toddlers/twos opportunities to	26	
Technology , Inquiry & Knowledge	2.52	Curriculum addresses key concepts and principles of science such as:	17, 25	
	2.53	Children are provided varied opportunities and materials that encourage them to use the five senses to observe, explore, and experiment with scientific phenomena.	17, 19, 25	
	2.54	Children are provided varied opportunities to use simple tools to observe objects and scientific phenomena.	17, 25	
	2.55	Children are provided varied opportunities and materials to collect data and to represent and document their findings (e.g., through drawing or graphing).	17, 25	
	2.56	Children are provided varied opportunities and materials that encourage them to think, question, and reason about observed and inferred phenomena.	17, 25	
	2.57	Foundations for early scientific inquiry and curiosity are developed by providing infants and toddlers/twos opportunities to	17, 25	
	2.58	Children are provided varied opportunities and materials that encourage them to discuss scientific concepts in everyday conversation.	17, 25	
	2.59	Children are provided varied opportunities and materials that help them learn and use scientific terminology and vocabulary associated with the content areas.	17, 25	
	2.60	All children have access to technology (e.g., tape recorders, microscopes, computers).		
	2.61	Children have opportunities to experience technology collaboratively with their peers, by themselves, and with a teacher or parent.	27	
	2.62	Technology is used to extend learning within the classroom and enrich the curriculum.	27	

	NAEYC Criteria		ECERS #	
Community	2.63	Children are provided varied learning opportunities that foster positive identity and an emerging sense of self and others.	19	
	2.64	A sense of community is developed within the classroom so each child feels accepted and gains a sense of belonging.		
	2.65	Children have varied opportunities to engage in discussions about fairness, friendship, responsibility, authority, and differences.	28	
	2.66	Children are provided opportunities and materials to explore social roles in the family and workplace through play.	28	
	2.67	Children are provided varied opportunities and materials to learn about the community in which they live.	28	
	2.68	Children are provided varied opportunities and materials to learn about physical characteristics of their local environment as a foundation for learning geography.	28	
	2.69	Children are provided opportunities and materials that help them link learning about their hometown, their state, the United States, and their country of origin to previous learning as a foundation for learning history, geography, and social studies.	28	
	2.70	Children are provided varied opportunities and materials that allow them to contribute to the well-being of their classroom and the community, including care for the social and physical environments in which they live.	28	
	2.71	Children are provided varied opportunities and materials to learn how people affect their environment in positive (e.g., recycling) as well as negative (e.g., polluting) ways.		
	2.72	Children are provided opportunities and materials that build a foundation for understanding economic concepts, such as playing restaurant, having a store, and identifying and exchanging money.		
	2.73	Children are provided varied opportunities and materials to build their understanding in non-stereotypical ways of diversity in culture, family structure, ability, language, age, and gender.	28	
Creativity/Arts	2.74	Children are provided many and varied open-ended opportunities and materials to express themselves creatively through music, drama, dance, and two- and three-dimensional art.	20, 21	
	2.75	Infants and toddlers/twos have opportunities to express themselves creatively through freely moving to music and, as toddlers/twos, through engaging in pretend or imaginative play.		
	2.76	Infants and toddlers/twos are provided opportunities to explore and manipulate age-appropriate art materials.		
	2.77	Children are provided opportunities to learn new concepts and vocabulary related to art, music, drama, and dance.	20, 21	4.9
	2.78	Children are provided opportunities to gain an appreciation of art, music, drama, and dance in all of its cultural diversity.	20, 21, 28	
	2.79	Children are provided varied opportunities to develop and widen their repertoire of skills that support artistic expression, such as cutting, gluing, and caring for tools.	20	
	2.80	Children have opportunities to respond to the art of other children and adults.	6, 20	
Physical	2.81	Children have varied opportunities and are provided equipment to engage in large motor experiences that	8	4.7
	2.82	Infants and toddlers/twos have multiple opportunities		
	2.83	Infants and toddlers/twos have multiple opportunities to develop fine-motor skills by acting on their environments using their hands and fingers in a variety of age-appropriate ways.		
	2.84	Children are provided varied opportunities and materials that support fine-motor development.	19	4.7
	2.85	Children are provided tools and guided in their use in writing, drawing, art, and science activities.		
	2.86	Children are provided opportunities and materials that increase their awareness of safety rules in their classroom, home, and community.	13, 14	

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2.87	Children have opportunities to practice safety procedures.	13, 14	
2.88	Children are provided opportunities and materials that encourage good health practices, such as serving and feeding themselves, rest, good nutrition, exercise, hand washing, and brushing teeth.	13, 14	
2.89	Children are provided opportunities and materials to help them learn about nutrition, including sources of food and recognizing, preparing, eating, and valuing healthy foods.		
2.90	Children are provided opportunities to discuss, ask questions, and raise fears about visiting the doctor, clinic, hospital, or dentist; getting shots; or taking medicine.		

Learning Environments A: Supervision & Routine

		NAEYC Criteria	ECERS #	
Designing Enriched Learning Environments	3.1	Teaching staff and other classroom and/or program staff work as a team to implement daily teaching and learning activities, including Individualized Family Service Plans (IFSPs), Individualized Education Programs (IEPs), and other individual plans.		
	3.2	Teachers design an environment that protects children's health and safety at all times.		
	3.3	Teaching staff support children's needs for physical movement, sensory stimulation, fresh air, rest, and nourishment.		
	3.4	When infants and toddlers/twos are awake, teaching staff supervise children by sight and sound at all times.		
	3.5	When infants and toddlers/twos are sleeping, teaching staff supervise them by sound at all times. They visually check on each child at least every 5 minutes. Sides of cribs are checked to ensure they are up and locked. Sound monitors may be used to augment sound supervision in sleeping areas, but such monitors may not be relied upon in lieu of direct visual and auditory supervision. Teaching staff who are actively engaged with children who are awake must be aware of and positioned so they can hear and see any sleeping children for whom they are responsible.		
	3.6	Teaching staff supervise children primarily by sight. Supervision for short intervals by sound is permissible as long as teaching staff check frequently on children who are out of sight (e.g., those who can use the toilet independently, are in library area, or napping children).		
	3.7	Teaching staff allow kindergarten children doing tasks in a safe environment to be out of the teacher's sight and sound supervision for a short period of time. Teaching staff check on children if they do not return promptly to the group or if the adult at the child's destination does not confirm the child's arrival. (e.g., taking attendance count to office)		
	3.8	Teaching staff supervise by positioning themselves to see as many children as possible.		
	3.9	Teachers work to prevent challenging or disruptive behaviors through ... and Teachers address challenging behavior by ...		
	3.10	Teachers arrange space and select materials to stimulate exploration, experimentation, discovery, and conceptual learning in all content and developmental domains.		
	3.11	Teachers create and rotate displays that help children reflect upon and extend their learning, including some at children's eye level.		
	3.12	Teachers ensure that children's recent works predominate in classroom displays (e.g., art, emergent writing, graphic representation, and three-dimensional creations).		
	3.13	Teaching staff spark children's interest in new concepts and topics by arranging related materials and activities in ways that help them explore the possibilities for their use.		
	3.14	Teaching staff and children work together to arrange classroom materials in predictable ways so children know where to find things and where to put them away.		
	3.15	Teachers reorganize the environment when necessary to help children sustain their activities and extend their learning during focused work/play.		
3.16	Teachers modify the schedule and intentionally arrange the equipment, materials, and themselves in order to scaffold children's learning.	34		
Caring	3.17	Teaching staff's daily interactions demonstrate their knowledge of the children they teach; the children's families; and the social, linguistic, and cultural context in which the children live.		
	3.18	Teaching staff individualize routine care (e.g., learning to use the toilet and feeding) and consider family practices.	12	
	3.19	Teachers create and maintain a setting in which children of differing abilities can		

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		progress, with guidance, toward increasing levels of autonomy, responsibility, and empathy.		
	3.20	Teachers provide children opportunities to affect what happens in the classroom through participation in decision making about issues concerning classroom behavior, plans, and activities.		
	3.21	Teaching staff create a climate of mutual respect for children by being interested in their ideas, experiences, and products.		
	3.22	Teaching staff create a climate of respect for infants by looking for and listening and responding to verbal and nonverbal cues infants use to show their ideas and preferences.		
	3.23	Teaching staff develop individual relationships with children by providing support and attentive, consistent, comforting, culturally sensitive, and responsive care.		
	3.24	Teaching staff are active in identifying and countering any practices, curriculum approaches, or materials that reflect a degrading bias toward gender, sexual orientation, age, language, ability, race, religion, family structure, background, or culture.		
	3.25	Teaching staff help individual children learn socially appropriate behavior by providing guidance that corresponds to their level of development.		
	3.26	Teachers demonstrate consistency when managing behavior and implementing classroom rules and expectations.		
	3.27	Teachers draw on knowledge of children's home and classroom life to inform responses to challenging, unpredictable, or unusual behavior.		
	3.28	Teachers notice patterns in children's challenging behaviors and over time provide thoughtful, consistent, and individualized responses.		
Time, Grouping, Routine	3.29	Teachers provide time daily for indoor activity and outdoor activities, except when conditions pose a health risk as defined by local health officials.	35	
	3.30	Teaching staff use routine care to facilitate children's self-awareness, language, and social interaction.		
	3.31	Teaching staff coach and support children as they learn to participate in daily cleanup and maintenance of the classroom.		
	3.32	Teachers help children follow a predictable but flexible daily routine by providing time and support for transitions.	10	
	3.33	Teaching staff sit and eat with children at snack and meal times, served family-style, and engage them in conversation.	10	5.4
	3.34	Adults sit and eat with children at snack and meal times and engage them in conversation.	10	5.4
	3.35	Teachers provide time and materials daily for children to select their own activities.	34	
	3.36	Teachers use the needs and interests of infants to influence schedules, routines, and learning experiences.	34	
	3.37	Infants who display interest or pleasure in an activity are encouraged and supported in prolonging that activity.		
	3.38	Teachers organize time and space on a daily basis to allow children to work or play individually and in pairs, to come together in small groups, and to engage as a whole group.	36	
	3.39	Teachers organize time and space on a daily basis to offer infants opportunities to play individually, in pairs, and in small groups.	36	
	3.40	Teachers use their knowledge of children's social relationships, interests, and skills to tailor learning opportunities for groups and individuals.	36	
	3.41	Teachers create opportunities for children to engage in group projects and learn from one another.	36	
	3.42	Teaching staff offer children opportunities to interact with children of various ages.		
	3.43	Teachers offer children opportunities to engage in classroom experiences with members of their families.		

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	3.44	Teachers intentionally extend or adjust experiences throughout the day in response to children's interests and needs.		
	3.45	Teachers plan for children to revisit experiences and materials over periods of days, weeks, and months.		

Environments B: Learning

		NAEYC Criteria	ECERS #	
Learning Meaningful for All	3.46	Teachers use curriculum in all content and developmental domains as a flexible framework for teaching. Teachers use curriculum to support the development of daily plans and learning experiences.		
	3.47	Teachers carefully plan and organize activities that are responsive to children's needs and interests. Play is planned for each day.	4	
	3.48	Teaching staff actively seek out children's ideas and understanding by observing, talking with, and listening to them throughout the day.	18	
	3.49	Teaching staff actively seek to understand infants' needs and desires by recognizing and responding to their nonverbal cues and by using simple language.		
	3.50	Teachers and families work together to help children participate successfully in the early childhood setting when professional values and practices differ from family values and practices.		
	3.51	Teaching staff use varied vocabulary and engage in sustained conversations with children about their experiences.	18	
	3.52	Teaching staff use pictures, familiar objects, body language, and physical cues to help children understand spoken language, particularly for children who are learning a new language.		
	3.53	Teaching staff support the development and maintenance of children's home language whenever possible.		
	3.54	Teachers seek to understand and use children's ideas to plan new learning experiences.		
	3.55	Teachers use children's interest in and curiosity about the world to engage them with new content and developmental skills.		
	3.56	Teachers use their knowledge of individual children to modify strategies and materials to enhance children's learning.		
Deep Understanding	3.57	Teachers use a variety of teaching strategies that consider children's interests and needs, selecting among a broad range of approaches and responses.		
	3.58	Teachers use their knowledge of content to pose problems and ask questions that stimulate children's thinking. Teachers help children express their ideas and build on the meaning of their experiences.		
	3.59	Teachers help children identify and use prior knowledge. They provide experiences that extend and challenge children's current understandings.		
	3.60	Teachers observe infants and exchange information about their abilities with their families and other professionals involved with the infant's care (with family consent). Teachers use the information to plan opportunities and provide materials that challenge infants to develop socially, physically, linguistically, and cognitively.		
	3.61	Teachers use multiple sources (including children's initiations, questions, interests, and misunderstandings) to identify what children have learned, adapt curriculum and teaching to meet their needs and interests, foster curiosity, extend their engagement, and support self-initiated learning.		
	3.62	As children learn and acquire new skills, teachers use knowledge of children's abilities to fine-tune their teaching support. Teachers adjust challenges as children gain competence and understanding.		
	3.63	Teaching staff help children enter into and sustain play.	4	
	3.64	Teachers support and challenge children's learning during both teacher- and child-initiated interactions or activities.		
	3.65	Teachers engage in collaborative inquiry with individuals and small groups of children.	36	
	3.66	Teaching staff join children in learning centers, observing and engaging them in conversations at eye level to extend and deepen children's learning.		
	3.67	Teachers are able to determine the different components of a task and break it into meaningful and achievable parts.		

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	3.68	Teachers promote children's engagement and learning by guiding them in acquiring specific skills and explicitly teaching those skills.		
	3.69	Teachers promote children's engagement and learning by responding to their need for and interest in practicing emerging skills and by enhancing and expanding activities they choose to engage in repeatedly.		
	3.70	Teachers draw on their knowledge of content and developmental domains to create experiences that engage children in purposeful and meaningful processes related to key curriculum concepts.		

Assessment

		NAEYC Criteria	ECERS #	
Assessment Plan	4.1	Programs conduct assessments as an integral part of the program. Programs use assessments to support children's learning, using a variety of procedures, such as observations, checklists, rating scales, and individually administered tests.		
	4.2	The program has a written plan for assessment that describes assessment purposes, procedures, and uses of the results. The plan also includes ...		
	4.3	The program's written assessment plan includes the multiple purposes and uses of assessment including ...		
	4.4	Program staff collaborate with families in planning and implementing assessments and develop methods to effectively communicate assessment information to families.	37*	
Appropriate Assessment Procedures	4.5	Assessments use a variety of procedures that are sensitive to and informed by family culture, experiences, children's disabilities, and home language; are meaningful and accurate; and are used in settings familiar to the children.	37*	
	4.6	Assessment procedures obtain information on all domains of children's development and learning, including, cognitive skills, language, social-emotional development, approaches to learning, health, and physical development including self-help skills.	37*	
	4.7	Norm-referenced and standardized tests are used primarily when seeking information on eligibility for special services, or collecting information for overall program effectiveness. When formal assessments are used, they are combined with informal methods such as observation, checklists, rating scales, and work sampling.		
	4.8	If the program uses published instruments, it evaluates information from the publisher about the standardization sample, standardization procedures, scoring, reliability, and validity to ensure that the results obtained with the instruments are valid for the program's purposes.		
	4.9	Staff-developed assessment procedures ...		
	4.10	Staff share an understanding of the purposes, values, and uses of assessment in their program and can explain these to others.		
	4.11	All children receive developmental screening that includes		
Progress	4.12	Teachers assess the developmental progress of each child across all developmental domains using a variety of instruments and multiple data sources that address the program's curriculum areas. Staff with diverse expertise and skills collect information across the full range of children's experiences.		
	4.13	Teachers refer to curriculum goals and developmental expectations when interpreting assessment data.		
Adapting/Individualizing	4.14	Teachers or others who know the children and are able to observe their strengths, interests, and needs on an ongoing basis conduct assessments to inform classroom instruction and to make sound decisions about individual and group curriculum content, teaching approaches, and personal interactions.		
	4.15	Teachers talk and interact with individual children and encourage their use of language to inform assessment of children's strengths, interests, and needs.		
	4.16	Teachers talk and interact with infants to assess and encourage use of language (e.g., smiles, sounds, eye contact, and cooing).		
	4.17	Teaching teams meet at least weekly to interpret and use assessment results to align curriculum and teaching practices to the interests and needs of the children.		
	4.18	Teachers interact with children to assess their strengths and needs to inform curriculum development and individualize teaching.		
	4.19	Teachers observe and document children's work, play, behaviors, and interactions to assess progress. They use the information gathered to plan and modify the curriculum and their teaching.		
	4.20	Teachers observe infants to assess development and use these observations to modify curriculum, interactions, and care.		

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	4.21	Teachers and other professionals associated with the program use assessment procedures and information to design goals for individual children, as well as to guide curriculum planning and monitor progress.		
Communicating Re Assessment	4.22	Families have ongoing opportunities to share observations from home to contribute to the assessment process.		
	4.23	Family members are provided information, either verbally or in writing, about their child's development and learning on at least a quarterly basis, with written reports at least two times a year.		
	4.24	Teachers, families, and relevant specialists have regular opportunities to participate in two-way communication conferences to discuss each child's progress, accomplishments, difficulties in the classroom and at home, and to plan learning activities.		8.3
	4.25	Staff work with families to achieve consensus about assessment methods that will best meet the child's needs.		
	4.26	Communication with families about their child's assessments is sensitive to family values, culture, identity, and home language.		
	4.27	The program staff provide families with information about the choice, use, scoring, and interpretation of screening and assessment procedures that includes		
	4.28	The program staff provide families with a full explanation of confidentiality by		

Health

		NAEYC Criteria	ECERS #	
Health Promotion	5.1	Health information from a documented health assessment completed within 1 year of starting work must be received before a final job offer is made for all paid staff and before volunteers who work more than 40 hours per month have contact with children. All employees and volunteers must receive health assessments every two years after this initial assessment. This documented health assessment includes		
	5.2	Within 6 weeks after a child begins the program, and as age-appropriate thereafter, health records document the dates of services to show that the child is current for routine screening tests and immunizations according to the schedule recommended, published in print, and posted on the Web sites of American Academy of Pediatrics, Centers for Disease Control of the United States Public Health Service (CDC-USPHS), and the Academy of Family Practice.	13	7.4
	5.3	The program has and implements a written agreement with a health consultant who is either a licensed pediatric health professional or health professional with specific training in health consultation for early childhood programs.		
	5.4	At least one staff member who has a certificate of satisfactory completion of pediatric first-aid training, including management of a blocked airway and providing rescue breathing for infants and children, is always present with each group of children. When the program includes swimming and wading and when a child in the group has a special health condition that might require CPR, one staff person who has successfully completed training in CPR is present in the program at all times.		7.9
	5.5	The program makes a child comfortable in a location where the child is supervised by a familiar caregiver and, if is suspected of having a contagious disease, will not expose new individuals until the child can be picked up by the child's family if	13	7.5
	5.6	Staff and teachers provide information to families verbally and in writing about any unusual level or type of communicable disease to which their child was exposed, signs and symptoms of the disease, mode of transmission, period of communicability, and control measures that are being implemented at the program and that families should implement at home.		7.6*
	5.7	To reduce the risk of Sudden Infant Death Syndrome (SIDS), infants, unless otherwise ordered by a physician, are placed on their backs to sleep on a firm surface manufactured for sale as infant sleeping equipment that meets the standards of the United States Consumer Product Safety Commission.		
	5.8	At least once daily in a program where children over 1 year of age receive two or more meals, teachers provide an opportunity for tooth brushing and gum cleaning to remove food and plaque. (The use of toothpaste is not required.)	13	
	5.9	After each feeding, infants' teeth and gums are wiped with a disposable tissue ^[2] to remove liquid that coats the teeth and gums.		
	5.10	Infants unable to sit are held for bottle-feeding. All others sit or are held to be fed. Infants and toddlers/twos cannot have bottles while in a crib or bed and cannot eat from propped bottles at any time. Toddlers/twos cannot carry bottles, sippy cups, or cups with them while crawling or walking. Teachers offer children fluids from a cup as soon as the families and teachers decide together that a child is developmentally ready to use a cup.		5.4
	5.11	Children of all ages have daily opportunities for outdoor play when weather, air quality, and/or environmental safety conditions do not pose a health risk. When outdoor opportunities for gross motor activities are not possible, the program provides similar activities inside.		4.7
	5.12	To protect against cold, heat, sun injury, and insect-borne disease, the program ensures that		
	5.13	For children who are unable to use the toilet consistently, the program ensures that	12	

		NAEYC Criteria	ECERS #	
	5.14	Staff members and those children who are developmentally able to learn personal hygiene are instructed in handwashing and are periodically monitored. Handwashing is required by all staff, volunteers, and children in situations where handwashing reduces the risk of transmission of infectious diseases to themselves and to others. Staff assist children with handwashing as needed to successfully complete the task. Children wash either independently or with staff assistance. Children and adults wash their hands	12, 13	
	5.15	Children are not permitted to play without constant supervision in areas where there is any body of water, including sinks, water tables, tubs, pails, toilets, swimming pools, wading pools, ponds, and irrigation ditches. Children are not permitted to use spas, hot tubs, or saunas. Precautions are taken to ensure that communal water play does not spread infectious disease:	14	
	5.16	Infants and toddlers/twos do not have access to large buckets that contain liquid.		
	5.17	Safeguards are used with all medications for children:	14	
Nutrition	5.18	If the program provides food for meals and snacks (whether catered or prepared on site), the food is prepared, served, and stored in accordance with USDA Child and Adult Care Food Program (CACFP) requirements.	10	5.1
	5.19	The program prepares written menus and posts them where families can see them and has copies available for families who would like to have one. Menus are kept on file for review by the consultant described in criterion 5.x. (See 3rd criterion in Health.)	10	5.2
	5.20	The program serves meals and snacks at regularly established times. Meals and snacks are at least 2 hours apart but not more than 3 hours apart.	10	
	5.21	Staff work with families to ensure that foods brought from home meet the food requirements of USDA Child and Adult Care Food Program (CACFP). All foods and beverages brought from home are labeled with the child's name and the date. Staff check for food that is brought from home and requires refrigeration to be sure that the food stays cold until served. Food is provided to supplement food brought from home if necessary.		5.3
	5.22	The program complies with the food safety standards of national public health authorities. Staff discard foods with expired dates. The program documents compliance and corrections that it has made according to the recommendations of the program's health consultant, nutrition consultant, or a sanitarian.	10	5.1
	5.23	For all infants and for children with disabilities who have special feeding needs, program staff keep and provide families with a daily record documenting the type and quantity of food a child consumes.	10, 37	5.2
	5.24	For each child with special health care needs or food allergies or special nutrition needs, the child's health provider gives the program an individualized care plan that is prepared in consultation with family members and specialists involved in the child's care.	10, 37	
	5.25	If the program provides food to infants, the program staff and the families work together with the child's health provider to ensure that the food is based on the infant's individual nutritional needs and developmental stage.		
	5.26	The program supports breastfeeding by		
	5.27	Except for human milk, staff serve only formula and infant food that comes to the facility in factory-sealed containers (e.g., ready-to-feed powder or concentrate formulas and baby food jars) that staff prepare according to the manufacturer's instructions. Bottle feedings do not contain solid foods unless the child's health care provider supplies written instructions and a medical reason for this practice.		
	5.28	Teachers do not offer solid foods and fruit juices to infants less than 6 months of age, unless recommended by the child's health care provider and approved by families. Sweetened beverages are avoided. If juice ^[5] is served, the amount is limited to no more than 4 ounces per child daily.		
	5.29	A teacher who is familiar with the infant feeds him or her whenever the infant		

NAEYC Criteria		ECERS #	
	seems hungry. Feeding is not used in lieu of other forms of comforting.		
5.30	The program does not feed cow's milk to infants less than 12 months and serves only whole milk to infants and toddlers 12 months to 24 months.		
5.31	Clean sanitary drinking water is made available to children throughout the day. (Infants who are fed only human milk do not need to be offered water.)		
5.32	Liquids and foods that are hotter than 110 degrees F are kept out of children's reach.	14	
5.33	Staff do not offer children under the age of 4 hot dogs, whole or sliced into rounds; whole grapes; nuts; popcorn; raw peas and hard pretzels; spoonfuls of peanut butter; or chunks of raw carrots or meat larger than can be swallowed whole.		
Maintain Environment	5.34	The routine frequency of cleaning and sanitizing all surfaces in the facility is as indicated in the Cleaning and Sanitation Frequency Table.	13
	5.35	Procedures for Standard Precautions are used and include the following:	
	5.36	A toy that a child has placed in his or her mouth or that is otherwise contaminated by body secretion or excretion is either to be washed by hand using water and detergent, then rinsed, sanitized, and air dried or washed and dried in a mechanical dishwasher before it can be used by another child.	
	5.37	Before walking on surfaces that infants use specifically for play, adults and children remove, replace, or cover with clean foot coverings any shoes they have worn outside that play area. If children or staff are barefoot in such areas, their feet are visibly clean.	
	5.38	Staff maintain areas used by staff or children who have allergies or any other special environmental health needs according to the recommendations of health professionals.	37
	5.39	Classroom pets or visiting animals appear to be in good health and have documentation from a veterinarian or an animal shelter to show that the animals are fully immunized (if the animal should be so protected) and that the animal is suitable for contact with children. Teachers closely supervise all interactions between children and animals and instruct children on safe behavior when in close proximity to animals. Program staff must ensure that no child is exposed to animals to which that child is allergic. Reptiles are not allowed as classroom pets.	

Teachers

Preparation & Knowledge	6.1	All teaching staff know and use ethical guidelines in their conduct as members of the early childhood profession.		
	6.2	When working with children, all teaching staff demonstrate the ability to		
	6.3	All teaching staff possess the physical and mental health required to carry out the responsibilities of their position.		
	6.4	Before working alone with children, new teaching staff are given an initial orientation that introduces them to fundamental aspects of program operation including	43	
	6.5	Substitutes, volunteers, and other adults are given a preliminary orientation that introduces them to fundamental aspects of program operation before they begin working with children. The orientation includes		
	6.6	All teachers have a minimum of an associate's degree or equivalent. At least 75% of teachers have a minimum of a baccalaureate degree or equivalent. Degrees include or are supplemented by college-level course work in early childhood education...		
	6.7	Assistant teachers/teacher aides (staff who implement program activities under direct supervision) have a minimum of a high school diploma or GED and		
	6.8	All teaching staff have specialized college-level course work and/or professional development training that prepares them to work with children and families of diverse races, cultures, and languages. They adapt their teaching in response to children's differences. Specialized college-level course work may include core courses that cover these topics or courses addressing these topics specifically.		
	6.9	All teaching staff have specialized course work or professional development training in the program's curriculum and in communication and collaboration skills that prepare them to participate as a member of a team.		
	6.10	All teaching staff who supervise or mentor other staff members have specialized college-level course work or professional development training and preparation in adult supervision, mentoring, and leadership development. Specialized college-level course work may include core courses that cover these topics or courses addressing these topics specifically.		
	6.11	All teachers and assistant teachers/teacher aides have specialized college-level course work in knowledge and skills relevant to the specific age(s) or the special circumstances/specific needs of the children they teach. Specialized college-level course work may include core courses that cover these topics or courses addressing these topics specifically.		
	6.12	All teachers and assistant teachers/teacher aides have specialized professional development training in how to accurately use the program's assessment procedures for assessment of child progress and program quality. Their training is used to adapt classroom practices and curriculum.		
	6.13	All teachers and assistant teachers/teacher aides have specialized college-level course work or professional development training that prepares them to work with children who have special needs. The course work or training may include core courses that cover these topics or courses addressing these topics specifically. The course work and training includes		
Commitment	6.14	All teaching staff evaluate and improve their own performance based on ongoing reflection and feedback from supervisors, peers, and families. They add to their knowledge and increase their ability to put knowledge into practice. They develop an annual individualized professional development plan with their supervisor and use it to inform their continuous professional development.	42	
	6.15	All teaching staff continuously strengthen their leadership skills and relationships with others and work to improve the conditions of children and families within their programs, the local community or region, and beyond. Teaching staff participate in informal or formal ways in local, state, or regional public-awareness activities related to early childhood education by joining groups, attending meetings, or sharing information with others both at and outside the program.	43	
	6.16	All teaching staff have the knowledge and skills to adapt and respond to changing and challenging conditions in ways that enhance program quality.		

Families

		NAEYC Criteria	ECERS #	
Knowing/Understanding	7.1	New and existing program staff develop skills and knowledge to work effectively with diverse families as a part of orientation and ongoing staff development.		
	7.2	Program staff use a variety of formal and informal strategies (including conversations) to become acquainted with and learn from families about their family structure; their preferred child-rearing practices; and their socioeconomic, linguistic, racial, religious, and cultural backgrounds.		
	7.3	Program staff actively use information about families to adapt the environment, curriculum, and teaching methods to the families they serve.		
	7.4	To better understand the cultural backgrounds of children, families, and the community, program staff (as a part of program activities or as individuals) participate in community cultural events, concerts, storytelling activities, or other events geared to children and their families.		
	7.5	Program staff provide support and information to family members legally responsible for the care and well-being of a child.		
	7.6	Program staff establish intentional practices from the first contact with families designed to foster strong reciprocal relationships and maintain them over time.		
	7.7	Program staff ensure that all families, regardless of family structure; socioeconomic, racial, religious, and cultural backgrounds; gender; abilities; or preferred language, are included in all aspects of the program, including volunteer opportunities. These opportunities consider families' interests and skills and the needs of program staff.		
	7.8	Program staff engage with families to learn from their knowledge of their child's interests, approaches to learning, and the child's developmental needs, and to learn about their concerns and goals for their children. This information is incorporated into ongoing classroom planning.		
	7.9	Program staff use a variety of formal and informal methods to communicate with families about the program philosophy and curriculum objectives, including educational goals and effective strategies that can be used by families to promote their children's learning. They implement a variety of methods, such as new family orientations, small group meetings, individual conversations, and written questionnaires, for getting input from families about curriculum activities throughout year.		
	7.10	The program works with families on shared child caregiving issues, including routine separations, special needs, the food being served and consumed, and daily care issues.	37	
	7.11	Families may visit any area of the facility at any time during the program's regular hours of operation as specified by the procedures of the facility.		
	7.12	The program facilitates opportunities for families to meet with each other on a formal and informal basis, work together on projects to support the program, and learn from and provide support.		
	7.13	The program's governing or advisory groups include families as members and active participants. Family members are mentored into leadership roles by staff or other families in the program.		
	Sharing Information	7.14	Program staff and families work together to plan events. Families' schedules and availability are considered as part of this planning.	
7.15		Program staff use a variety of mechanisms, such as family conferences or home visits, to promote dialogue with families. Program staff ask adults to translate or interpret communications as needed.		8.3
7.16		Program staff communicate with families on at least a weekly basis regarding children's activities and developmental milestones, shared caregiving issues, and other information that affects the well-being and development of their children. Where in-person communication is not possible, alternative communication practices are in place.		
7.17		Program staff communicate with families on a daily basis regarding infants' and toddlers'/twos' activities and developmental milestones, shared caregiving issues, and other information that affects the well-being and development of their children. Where in-person communication is not possible, alternative communication practices are in		

NAEYC Criteria			ECERS #	
		place.		
	7.18	The program compiles and provides information about the program to families in a language the family can understand. This information includes program policies and operating procedures.		
	7.19	Program staff inform families about its systems for formally and/or informally assessing children's progress. This includes the purposes of the assessment, the procedures used for assessment, procedures for gaining family input and information, the timing of assessments, the way assessment results or information will be shared with families, and ways the program will use the information.		
	7.20	When program staff suspect that a child has a developmental delay or other special need, this possibility is communicated to families in a sensitive, supportive, and confidential manner, with documentation and explanation for the concern, suggested next steps, and resource information.	37	
Families as Advocates	7.21	Program staff encourage families to regularly contribute to decisions about goals for their child and plans for activities and services.		
	7.22	Program staff encourage families to raise concerns and work collaboratively with them to find mutually satisfying solutions that staff then incorporate into classroom practice.		
	7.23	Program staff encourage and support families to make the primary decisions about services that their children need, and they encourage families to advocate to obtain needed services.		
	7.24	Program staff use a variety of techniques to negotiate difficulties that arise in their interactions with family members. Program staff make arrangements to use these techniques in a language the family can understand.		
	7.25	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.		
	7.26	Program staff use established linkages with other early education programs and local elementary schools to help families prepare for and manage their children's transitions between programs, including special education programs. Staff provide information to families that can assist them in communicating with other programs.		
	7.27	To help families with their transitions to other programs or schools, staff provide basic general information on enrollment procedures and practices, visiting opportunities, and/or program options.		
	7.28	Prior to sharing information with other relevant providers, agencies, or other programs, staff obtain written consent from the family.		

Community Relationships

		NAEYC Criteria	ECERS #
Linking	8.1	Program staff maintain a current list of child and family support services available in the community based on the pattern of needs they observe among families and based on what families request (e.g., 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). They share the list with families and assist them in locating, contacting, and using community resources that support children's and families' well-being and development.	
	8.2	Program staff develop partnerships and professional relationships with agencies, consultants, and organizations in the community that further the program's capacity to meet the needs and interests of the children and families that they serve.	
	8.3	Program staff are familiar with family support services and specialized consultants who are able to provide culturally and linguistically appropriate services. They use this knowledge to suggest and guide families to these services as appropriate.	
	8.4	Program staff encourage continuity of services for children by communicating with other agencies and programs to achieve mutually desired outcomes for children and guide collaborative work.	
	8.5	Program staff identify and establish relationships with specialized consultants who can assist all children's and families' full participation in the program. This includes support for children with disabilities, behavioral challenges, or other special needs.	37
	8.6	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.	
	8.7	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.	
Accessing Resources	8.8	Program staff use their knowledge of the community and the families they serve as an integral part of the curriculum and children's learning experiences.	
	8.9	Program staff connect with and use their community's urban, suburban, rural, and/or tribal cultural resources.	
	8.10	Program staff inform families about community events sponsored by local organizations, such as museum exhibits, concerts, storytelling, and theater geared to children.	
	8.11	Program staff invite members of the performing and visual arts community, such as musical performers, traveling museum exhibits, local artists, and community residents, to share their interests and talents with the children.	
	8.12	The program engages with other community organizations and groups to cosponsor or participate in cultural events to enrich the experience of children and families in the program.	
Citizen	8.13	Program staff are encouraged to participate in local, state, or national early childhood education organizations by joining and attending meetings and conferences. Program staff are also encouraged to participate regularly in local, state, or regional public-awareness activities related to early care and education.	
	8.14	The program encourages staff to participate in joint and collaborative training activities or events with other early childhood programs and community agencies.	
	8.15	The program encourages staff and families to work together to support and participate in community improvement or advocacy projects.	
	8.16	Program leadership builds mutual relationships and communicates regularly with close neighbors, informing them about the program, seeking out their perspectives, involving them in the program as appropriate, and cooperating with them..	
	8.17	Program staff are encouraged and given the opportunity to participate in community or statewide interagency councils or service integration efforts.	
	8.18	Program leadership is knowledgeable about how policy changes at local, state, tribal, or national levels affect the services and resources available for children and their families.	

Physical Environment

		NAEYC Criteria	ECERS #	
Equipment, Materials, and Furnishings	9.1	Staff select and use materials, equipment, and furnishings to support the curriculum, meet program goals, and foster the achievement of desired outcomes for children.	1	6.2
	9.2	Program staff arrange the environment to be welcoming and accessible. A welcoming and accessible environment contains elements such as		
	9.3	A variety of age- and developmentally appropriate materials and equipment are available for children throughout the day indoors and outdoors. This includes dramatic play equipment and sensory materials such as sand, water, playdough, paint, blocks. Equipment is available for, for example, pulling up; walking; climbing in, on, and over; moving through, around, and under; pushing; pulling; and riding.	1, 23, 24	4.3*
	9.4	Non-disposable materials are durable and in good repair. Equipment, materials, and furnishings are available that provide access for children with disabilities to the program's curriculum and activities.	1	
	9.5	Materials and equipment are available in sufficient quantities to occupy every child in activities that meet his or her interests and facilitate focused individual play or play with peers. Duplicate materials are available as needed.		
	9.6	Staff organize and group materials on low, open shelves to encourage children to use them independently. Staff rotate and adapt materials to promote learning and extend children's play opportunities.	4	6.15
	9.7	Individual space is provided for each child's belongings.		6.3
	9.8	The following furnishings are available:		6.12
	9.9	Adults have a comfortable place to sit, hold, and feed infants. Staff place rocking chairs and glider chairs in locations that will avoid injury to children who may be on the floor.		
	9.10	Nursing mothers have a place to breastfeed their children that meets their needs for comfort and for privacy.		
	9.11	Indoor space is designed and arranged to accommodate children individually, in small groups, and in a large group.	4, 7, 36	
	9.12	When lofts, climbers, climbing gyms, slides, and other play units are part of the indoor environment, the program provides safety surfacing that is rated and installed in the fall zone as recommended by the manufacturer for the fall height of the play equipment.		6.13
	9.13	Program staff arrange the physical space in the classroom so that staff can supervise children by sight and sound at all times without reliance on artificial monitoring devices. In semiprivate areas, it is always possible for both children and adults to be observed by an adult from outside the area.		7.13
	9.14	Clear pathways are available for children to move from one area to another without disturbing other children's work and play.		
	9.15	The indoor environment includes washable, soft elements that allow groups of children and/or adults and children to sit in close proximity for conversations or comforting.	3	
Outdoor Environment	9.16	Outdoor play areas are designed with a variety of natural and manufactured surfaces, age- and developmentally appropriate equipment to accommodate motor experiences, such as running, climbing, balancing, riding, jumping, or swinging, and activities such as dramatic play, block building, manipulative play, art activities, crawling, scooting, and exploring the natural environment. Drinking water is available during outdoor play, and toilets are easily accessible. Program staff clearly define areas for these outdoor activities to indicate their intended use. Semi-private areas where children can play alone or with a friend are available. Areas with natural materials, such as nonpoisonous plants, shrubs, and trees, are available. The program makes adaptations so children with disabilities can fully participate in the outdoor curriculum and activities.	7, 8, 24	
	9.17	Program staff provide an outdoor play area that is protected by fences or by natural barriers from access to streets and other dangers, such as pits, water hazards, or wells.		

		NAEYC Criteria	ECERS #	
	9.18	The outdoor play area is arranged so that staff can supervise children by sight and sound.	7	
	9.19	The program provides at least 75 square feet of outside play space for each child playing outside at one time. The program provides a minimum of 75 square feet times one-third the program's total enrollment.		
	9.20	Sandboxes are constructed to allow for drainage. Staff cover them when not in use and clean them of foreign matter on a regular basis. Staff replace sand as often as necessary to keep the sand clean.		
	9.21	The outdoor play area includes protection from excessive wind and direct sunlight. The shaded portions accommodate multiple children at play.		
	9.22	The findings of an assessment by a Certified Playground Safety Inspector are documented and available on site. The assessment documents		
Building/Physical Design	9.23	There is a minimum of 35 square feet of usable space per child in each of the primary indoor activity areas. The primary activity area does not include diaper stations, cribs, large structures that cannot be removed or moved aside easily, toilets, sick-child area, staff rooms, corridors, hallways, stairways, closets, lockers/cubbies, laundry rooms, custodian's rooms, furnace rooms, storage areas, and built-in shelving. Specialty areas such as computer rooms, reading rooms, and lunchrooms, where children are expected to remain seated for short periods of time, may be excluded from the minimum space requirement.	1	6.3
	9.24	The work environment for staff, including classrooms and staff rooms, is comfortable, clean, and in good repair. The work environment includes a place for adults to take a break or work away from children, an adult-sized bathroom, a secure place for staff to store their personal belongings, and an administrative area for planning or preparing materials that is separated from the children's areas.		6.16, 6.17*
	9.25	Facilities meet Americans with Disabilities Act (ADA) accessibility requirements. Accessibility includes access to buildings, toilets, sinks, drinking fountains, outdoor play space, and all classroom and therapy areas.	1	
	9.26	The program provides children who attend for more than 2 hours at a time natural light in at least some of the indoor areas occupied during the course of the day.	1	
	9.27	Toilets, drinking water, and hand-washing facilities are within 40 feet of the indoor areas that children use. The hand washing sinks are accessible to staff and children and those used by children have step stools if needed for children to reach them.		6.6
	9.28	The routine frequency of cleaning and sanitation in the facility is carried out. Staff clean and sanitize toilet seats, toilet handles, toilet bowls, doorknobs, or stall handles and floors daily, or immediately if visibly soiled. Staff clean and sanitize potty chairs, if in use, after each child's use.	1, 12	6.8
	9.29	The program staff maintain the overall building. Walls, floors, furnishings, the outdoor play area, and equipment are kept in good repair and are safe with no sharp edges, splinters, protruding or rusty nails, or missing parts. All areas are free from hazardous items and visible soil, and are in a clean condition. Staff observe all areas of the facility and correct unsafe conditions.		
	9.30	Program staff protect children and adults from hazards, including electrical shock, burns or scalding, slipping, tripping, or falling. Floor coverings are secured to keep staff and children from tripping or slipping. The program excludes baby walkers.		
	9.31	Program staff identify choking hazards and remove them from the proximity and reach of infants and toddlers/twos.		
	9.32	Program staff make sure that stairwells and corridors are well lighted. There is emergency lighting with unobstructed and visible paths for entering and exiting, and clearly marked regular and emergency exits.		
	9.33	Fully equipped first-aid kits are readily available and maintained for each group of children. Staff take at least one kit to the outdoor play area, as well as on field trips away from the site.		
	9.34	Programs provide fully working fire extinguishers and fire alarms that are accessible to each classroom and are tagged and serviced annually. Programs install working smoke detectors and carbon monoxide detectors in each classroom. Program staff		7.10

		NAEYC Criteria	ECERS #	
		test smoke detectors, carbon monoxide detectors, and fire alarms monthly, and maintain a written log.		
	9.35	Any body of water, including swimming pools, built-in wading pools, ponds, and irrigation ditches, is enclosed by a fence at least 4 feet in height with any gates childproofed to prevent entry by unattended children. To prevent drowning accidents, staff supervise all children by sight and sound in all areas with access to water in tubs, pails, and water tables.		
	9.36	Bathrooms have barriers to prevent entry by unattended infants and toddlers/twos.		
	9.37	Program staff ventilate areas that have been recently painted, carpeted, tiled, or otherwise similarly renovated before they are used by children.		
	9.38	Staff inspect outdoor areas daily to identify broken or hazardous equipment and remove any hazardous material or trash.		
	9.39	To safeguard children, vehicles...		7.14
	9.40	Staff use vehicles and approved child and adult safety-restraint devices in accordance with the manufacturer's instructions, and use the restraints at all times when transporting children.		
Environmental Health	9.41	Documentary evidence, available on site, indicates that the building has been assessed for lead, radon, radiation, asbestos, fiberglass, or any other hazard from friable material. Evidence exists that the program has taken remedial or containment action to prevent exposure to children and adults if warranted by the assessment.		
	9.42	When the water supply source is a well or other private source (i.e., not served by a public supply), on-site documentary evidence verifies that the local regulatory health authority has determined the water to be safe for human consumption.		
	9.43	Program staff protect children and adults from exposure to high levels of air pollution from smog or heavy traffic by limits on outdoor and/or physical activity as a precaution during smog or other air pollution alerts.		
	9.44	The program has taken measures in all rooms occupied by children to control noise levels so that normal conversation can be heard without raising one's voice.		
	9.45	All rooms that children use are heated, cooled, and ventilated to maintain room temperature and humidity level. The maintenance contractor certifies that facility systems are maintained in compliance with national standards for facility use by children.		
	9.46	The facility and outdoor play areas are entirely smoke free. No smoking is permitted in the presence of children.		
	9.47	The program maintains areas used by staff or children who have allergies to dust mites or components of furnishings or supplies according to the recommendations of health professionals.		
	9.48	The program maintains facilities so that they are free from harmful animals, insect pests, and poisonous plants. Pesticides and herbicides, if used, are applied when children are not at the facility according to the manufacturer's instructions and in a manner that prevents skin contact, inhalation, and other exposure to children. The program uses the technique known as Integrated Pest Management (IPM) so the least hazardous means are used to control pests and unwanted vegetation.		
	9.49	Toxic substances (used only as directed by the manufacturer) are stored in original labeled container and kept in a locked room or cabinet, inaccessible to children, and away from medications and foods; matches and lighters shall not be accessible, and gasoline and other flammable materials should be stored in a separate building.		

Leadership

		NAEYC Criteria	ECERS #	
Leadership	10.1	The program has a well-articulated mission and philosophy of program excellence that guides its operation. The goals and objectives relate to the mission, philosophy, and all program operations and include child and family desired outcomes.		
	10.2	The program administrator has the educational qualifications and personal commitment required to serve as the program's operational and pedagogical leader. The administrator		
	10.3	The program administrator demonstrates commitment to a high level of continuing professional competence and an ability to promote teamwork.		
	10.4	All early childhood programs, regardless of size or funding auspices, have a designated program administrator with the educational qualifications detailed in 10.x. (Program Administrator Qualifications above)		
	10.5	The program administrator provides leadership to staff to implement the program mission.		
	10.6	The program administrator responds proactively to changing conditions to enhance program quality.		
	10.7	The program administrator and other program leaders systematically support an organizational climate that fosters trust, collaboration, and inclusion.		
Policies & Procedures	10.8	The program has policies and procedures such as job descriptions, planning time, training, and resources, that result in families and professionals across disciplines working as teams and building community partnerships.		
	10.9	All components of program operation are guided by written policies and are carried out through articulated plans, systems, and procedures that enable the program to run smoothly and effectively and guide the program toward achieving its goals.		
	10.10	Technology-based information management systems are in place. Procedures guide staff in collecting and analyzing data that are used to monitor the operation of the program and to inform program improvement.		
	10.11	The program and facility are licensed to operate or are regulated by the applicable state and local regulatory systems. The program maintains documentation that it meets the standards of and is in compliance with all local, state, and federal requirements. The program maintains documentation that it is in good standing with all regulatory requirements and can document certifications and corrections of violations and deficiencies.		
	10.12	Accident and liability insurance coverage is maintained for children and adults. A certificate of insurance is available for review.		
	10.13	If a program is led or governed by a board of directors, advisory group, council, or other similar group, written policies define their roles and responsibilities along with those of the program staff who work directly with them.		
	10.14	The program has a strategic planning process that outlines actions the program will take to		
	10.15	The program has written policies and procedures that demonstrate how the program prepares for, orients, and welcomes children and families. These policies and procedures are shared in writing, as well as verbally, with families of enrolled children and are available in languages that families use and understand. include		
	10.16	The program has plans, policies, and procedures to reduce staff turnover and attract and maintain a consistently qualified, well-trained staff.		
	10.17	Policies guide the appropriate use of specialized consultants to support staff's efforts to meet the needs of children and families to participate fully in the program, including children with disabilities, behavior challenges, or other special needs. Policies address consultant skills, payment, access, availability, and working relationships with staff. Policies also address arrangements with other agencies to utilize their consultants for children who are eligible for their services.		
	10.18	Policies and procedures prescribe that teachers with primary responsibility for working with children are available to provide ongoing personal contact, meaningful learning activities, and supervision in addition to offering immediate care as needed to protect children's well-being.		

		NAEYC Criteria	ECERS #
	10.19	Policies encourage individual teachers to have primary responsibility for an identified group of children. Infants and toddlers/twos and their teachers are encouraged to stay together for 9 months or longer.	
	10.20	Written policies and procedures maintain developmentally appropriate group size and teacher-child ratios to facilitate adult-child interaction and constructive activity among children. Teacher-child ratios within group size are maintained during all hours of operation...	
	10.21	The program is organized and staffed to minimize the number of group, teacher, and classroom transitions experienced by an individual child during the day. Every attempt is made to maintain continuity of relationships between teachers and children and among groups of children during the program day and year.	
	10.22	Policies and procedures include transition planning by administrators, teachers, and families to facilitate children's transition from one teacher to another, from one group to another, from one classroom to another, and from one program to another.	
Fiscal	10.23	Financial policies and the procedures to implement them provide evidence of sound fiscal accountability and are consistent with the program's vision, philosophy, mission, goals, and expected child outcomes.	
	10.24	Fiscal management conforms to standard accounting practices.	
	10.25	The person directly responsible for program implementation (administrator, site manager, program manager, or supervising teacher) is included in long-range fiscal planning and operating budget preparation, reconciliation, and review.	
	10.26	The program has resources to support the program's vision, philosophy, mission, goals, operation, and expected child outcomes. Program administrators and other program leaders actively work to generate and manage the resources needed to support a program of excellence.	
Health/Nutrition/Safety	10.27	The program has written policies and procedures to promote wellness and safeguard the health and safety of children and adults. These policies include:	
	10.28	The program has written policies and procedures to protect children and adults from environmental hazards, according to public health requirements.	
	10.29	The program has a written child abuse and neglect reporting policy and procedures in place that comply with applicable federal, state, and local laws. It includes requirements for staff to report all suspected incidents of child abuse or neglect...	7.3*
	10.30	The program has written policies and procedures to be followed if a staff member is accused of abuse or neglect of a child in the program that protect the rights of the accused staff person and protect the children in the program.	7.3*
	10.31	The program has written policies and procedures that outline the health and safety information to be collected from families and to be maintained on file for each child in one central location within the facility. The files are kept current by updating as needed, but at least quarterly. The content of the file is confidential...	
	10.32	Written policies and procedures address all aspects of the arrival, departure, and transportation of children. They	
	10.33	Transportation services are managed and program vehicles are licensed and insured in accordance with applicable federal and state laws. Certification of licensing and insurance is available on site.	
	10.34	The program has written and posted disaster preparedness & emergency evacuation policies/procedures. Procedures designate an appropriate person to assume authority in an emergency when the administrator is not on site. The procedures include:	7.10
	10.35	The program has written, up-to-date, comprehensive policies and procedures to prepare for and respond to medical and dental emergencies for children and adult staff. The procedures include	
	10.36	Teachers who administer care to children requiring special medical procedures are competent in the procedure and guided in writing by the prescribing health care provider.	
10.37	Medications are labeled with child's first and last name, name of clinician, expiration date, manufacturer's instructions or original prescription label that details the name and strength of the medication and directions for administering and storing.		

		NAEYC Criteria	ECERS #	
Personnel Policies	10.38	The program has written personnel policies that define the roles and responsibilities, qualifications, and specialized training required of staff and volunteer positions. They outline nondiscriminatory hiring procedures and policies for staff evaluation.		
	10.39	Staff are provided space and time away from children during the day. When staff work directly with children for more than 4 hours, staff are provided breaks of at least 15 minutes in each 4-hour period. In addition, staff may request temporary relief when they are unable to perform their duties.		
	10.40	All employees in the program who come into contact with children in the program or who have responsibility for children (including bus drivers, bus monitors, custodians, cooks, clerical and other support staff)		
	10.41	Policies and procedures outline an implementation plan for program-wide professional development, including orientations for new staff. Credit-bearing course work is included in the professional development plan whenever possible.		
	10.42	The professional development plan		
	10.43	Efforts are made and documented to hire and maintain staff with the cultural and racial characteristics of the families served. Policies are in place for obtaining staff and/or volunteers who speak the language of the children served, and these individuals regularly interact with the children and families.		
	10.44	Prospective staff members are screened prior to employment to protect children from disease or other risks of harm. New staff members serve an introductory period ...		
	10.45	Hiring procedures include:		
	10.46	Programs offer benefits packages for full-time staff who have satisfactorily completed their introductory period of employment.		
	10.47	Confidential personnel files are kept in a secure location, including applications with record of experience, transcripts of education, health-assessment records, documentation of ongoing professional develpt, & results of performance evaluations.		
	10.48	All staff are evaluated at least annually by an appropriate supervisor or in the case of the Administrator, by the governing body.		
	10.49	An individual professional development plan is generated from the staff-evaluation process and is updated at least annually and ongoing as needed.		
Program Evaluation	10.50	At least annually, administrators, families, staff, and other routinely participating adults are involved in a comprehensive program evaluation that measures progress towards the programs' goals and objectives. Valid and reliable processes are used to gather data and evidence.		
	10.51	The annual evaluation processes include gathering evidence on all areas of program functioning including		
	10.52	The program establishes goals for continuous improvement and innovation using information from the annual program evaluation. The program uses this information to plan professional development and program quality-improvement activities and to improve operations and policies.		
	10.53	The program offers staff and families opportunities to assist in making decisions to improve the program. Collaborative and shared decision making is used with all participants to build trust and enthusiasm for program changes.		
	10.54	The program has an ongoing monitoring system to ensure that all program goals are met. The program has a data system that is used to collect evidence that goals and objectives are met; this evidence is incorporated in the annual program evaluation.		

ECERS Items Incompletely Assessed by Accreditation Criteria

Not Assessed

- 2 Furniture for routine care, play, and learning
- 11 Nap/rest
- 22 Blocks

Partially Assessed

- 6 Child-related display
- 8 Gross motor equipment
- 9 Greeting/departing
- 35 Free play
- 29 Supervision of gross motor display
- 30 General supervision of children
- 39 Provisions for personal needs of staff
- 40 Provisions for professional needs of staff
- 41 Staff interaction and cooperation
- 42 Supervision and evaluation of staff
- 43 Opportunities for professional growth