**QP3002: *Standards of Quality:*** Explain the types and roles of standards that guide early childhood programs.

Written Response Submission Form

*Your Name:* First and last

*Your E-Mail Address:* Your e-mail here

## Instructions

Write your responses where it reads “Enter your response here.” Write as much as needed to satisfy the requirements indicated. Each item contains the Rubric, which will be used to evaluate your responses.

At the end of the template, you will list the references you used to support your responses.

## Item 1

Explain at least three ways that program and accreditation standards support program quality in early childhood settings. (1–2 paragraphs)

#### Your Response

Enter your response here.

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| --- | --- | --- | --- |
|  | **0**  **Not Present** | **1**  **Needs Improvement** | **2**  **Meets Expectations** |
| **Topic 1: The Role of Standards and Accreditation in Supporting Quality Programming** | | | |
| **Explain at least three ways that program and accreditation standards support program quality in early childhood settings**.  LO1: Explain how program and accreditation standards support program quality. | Response is missing. | Response is vague, inaccurate, and/or incomplete. | Response is clear, accurate, and complete. |

Enter your response here.

## Item 2

Review the following sets of standards[: Head Start/Early Head Start Standards](https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/hspps-final.pdf), [NAEYC Early Learning Program Accreditation Standards and Assessment Items](https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/accreditation/early-learning/standards_assessment_2019.pdf), and the [National Association for Family Child Care Accreditation](https://nafcc.org/accreditation/), Based on your review, identify one aspect of quality programming for each of these age groups—infant/toddler, preschool, and early elementary. Cite at least two sets of standards to support your response. (3 paragraphs)

#### Your Response

Enter your response here.

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| --- | --- | --- | --- |
|  | **0**  **Not Present** | **1**  **Needs Improvement** | **2**  **Meets Expectations** |
| **Topic 1: The Role of Standards and Accreditation in Supporting Quality Programming** | | | |
| **Based on your review, identify one aspect of quality programming for each of these age groups—infant/toddler, preschool, and early elementary. Cite at least two sets of standards to support your response.**  LO2: Identify standards-based aspects of quality programming for infants/toddlers, preschoolers, and early elementary children. | Response is missing. | Response is vague, inaccurate, and/or incomplete. | Response is clear, accurate, and complete. |

Before reading the scenario in Item 3, review the [NAEYC Early Learning Program Accreditation Standards and Assessment Items](https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/accreditation/early-learning/standards_assessment_2019.pdf). Focus on Standard [1.B. (Building Positive Relationships Between Teachers and Children](http://www.naeyc.org/files/academy/file/AllCriteriaDocument.pdf)) and Standard [2.E. (Curriculum Content Area for Cognitive Development: Early Literacy](http://www.naeyc.org/files/academy/file/AllCriteriaDocument.pdf)).

## Item 3

**Scenario:** Eleven-month-old Jayden loves books. He loves to look at them, chew on them, and carry them around. You watch as he explores some of the board books you have set out within easy reach. You notice that he looks at some of the books longer than others and then comes back to his current favorite. You pick up *Brown Bear, Brown Bear* because you know he loves animals and the repetitive cadence of the story. You make eye contact with Jayden, smile, and, in a soothing tone, you begin to read as he climbs into your lap. As you point out the red bird and the yellow duck, Jayden seems to move to the rhythm of the words. You laugh together as you enjoy this story over and over again.

Identify at least three specific standards evidenced in the scenario. Explain how each standard supports quality in early childhood settings. (2-3 paragraphs)

#### Your Response

Enter your response here.

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| --- | --- | --- | --- |
|  | **0**  **Not Present** | **1**  **Needs Improvement** | **2**  **Meets Expectations** |
| **Topic 1: The Role of Standards and Accreditation in Supporting Quality Programming** | | | |
| **Identify at least three specific standards evidenced in the scenario. Explain how each standard supports quality in early childhood settings.**  LO3: Explain how specific standards support quality programs for young children. | Response is missing. | Response is vague, inaccurate, and/or incomplete. | Response is clear, accurate, and complete. |

## Item 4

You are an early childhood educator working at a licensed preschool program, Brightside Center. The director of the center is considering pursuing accreditation but is not entirely convinced that this is necessary. To help make the decision, she has convened a small committee of staff and families to explore the pros and cons. You believe that accreditation would be beneficial for the site. Explain to the center’s director why accreditation would be beneficial for the center’s reputation in the community, for the staff, and for families served by the center. (1-2 paragraphs)

#### Your Response

Enter your response here.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **0**  **Not Present** | **1**  **Needs Improvement** | **2**  **Meets Expectations** |
| **Topic 1: The Role of Standards and Accreditation in Supporting Quality Programming** | | | |
| **Explain to the center’s director why accreditation would be beneficial for the center’s reputation in the community, for the staff, and for families served by the center.**  LO4: Explain benefits of accreditation. | Response is missing. | Response is vague, inaccurate, and/or incomplete. | Response is clear, accurate, and complete. |

## Item 5

#### Explain the purpose of early learning standards, including at least three potential benefits of using standards to guide the early learning and development of young children. (1–2 paragraphs)

#### Your Response

Enter your response here.

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| --- | --- | --- | --- |
|  | **0**  **Not Present** | **1**  **Needs Improvement** | **2**  **Meets Expectations** |
| **Topic 2: The Role of Early Learning Standards in Guiding Quality Programming and Young Children’s Development and Learning** | | | |
| **Explain the purpose of early learning standards, including at least three potential benefits of using standards to guide the early learning and development of young children.**  LO1: Explain the purpose and benefits of early learning standards. | Response is missing. | Response is vague, inaccurate, and/or incomplete. | Response is clear, accurate, and complete. |

## Item 6

#### A colleague of yours is concerned that your state’s early learning standards require preschoolers to demonstrate knowledge, skills, and abilities that are not developmentally appropriate. Taking his position, explain at least three potential risks and problems that may be associated with early learning standards. (2 paragraphs)

#### Your Response

Enter your response here.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **0**  **Not Present** | **1**  **Needs Improvement** | **2**  **Meets Expectations** |
| **Topic 2: The Role of Early Learning Standards in Guiding Quality Programming and Young Children’s Development and Learning** | | | |
| **Taking his position, explain at least three potential risks and problems that may be associated with early learning standards.**  LO2:Explain potential risks associated with early learning standards. | Response is missing. | Response is vague, inaccurate, and/or incomplete. | Response is clear, accurate, and complete. |

Item 7

Explain how implementing integrated learning experiences can help early childhood teachers meet standards in developmentally appropriate ways. (2-3 paragraphs)

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| --- | --- | --- | --- |
|  | **0**  **Not Present** | **1**  **Needs Improvement** | **2**  **Meets Expectations** |
| **Topic 2: The Role of Early Learning Standards in Guiding Quality Programming and Young Children’s Development and Learning** | | | |
| **Explain how implementing integrated learning experiences can help early childhood teachers meet standards in developmentally appropriate ways.**  LO3:Explain how integrated learning experiences can help meet standards in developmentally appropriate ways. | Response is missing. | Response is vague, inaccurate, and/or incomplete. | Response is clear, accurate, and complete. |

## **References**

Provide a citation for each resource you used to write your response to this Assessment. A sample citation is provided below :

* Schuyler Center for Analysis and Advocacy (SCAA). (2012). *Quality: What it is and why it matters in early childhood education*. Retrieved from <http://www.scaany.org/documents/quality_earlyed_scaapolicybrief_sept2012.pdf>

Professional Skill Assessment

In this Competency Assessment, you will be assessed on the following Professional Skill: Written Communication. This skill counts toward your achievement of the Competency and the Professional Skill.

|  |  |  |  |
| --- | --- | --- | --- |
| **Written Communication: Write with clarity, coherence, and purpose.** | | | |
|  | **0**  **Not Present** | **1**  **Needs Improvement** | **2**  **Meets Expectations** |
| LO1: Construct complete and correct sentences (AWE 2; Sentence Level Skills) | Sentences are incoherent and impede reader’s access to ideas. | Sentences are incomplete and/or include fragments and run-on sentences, limiting reader’s access to ideas. | Sentences structure effectively conveys meaning to the reader. |
| LO2: Demonstrate the effective use of grammar and mechanics. (AWE 2; Sentence Level Skills) | Multiple inaccuracies in grammar and mechanics impede reader’s access to ideas. | Some inaccuracies in grammar and mechanics limit reader’s access to ideas. | Use of grammar and mechanics is straightforward and effectively conveys meaning to reader. |
| LO3: Create cohesive paragraphs with a clear central idea. (AWE 2; Paragraph Level Skills) | Paragraphs, or lack of paragraphs, impede reader’s access to ideas. | Construction of main idea and/or supporting paragraphs limit reader’s access to ideas. | Main idea and/or supporting paragraphs effectively convey meaning to reader. |
| LO4: Use supporting material to support a claim. (AWE 2; Use of Evidence) | Supporting materials are not present. | Supporting material is used inconsistently or inappropriately. | Supporting material is used to enhance meaning. Writing is appropriately paraphrased and uses direct quotes as applicable. |
| LO6: Identify sources (AWE 2; Credit to source) | Sources are missing. | Writing inconsistently identifies or misrepresents sources. | Writing clearly identifies the source of nonoriginal material and/or ideas. |

Mastery Rubric

In order to achieve mastery of this Competency, you must achieve a “2” on every rubric row in addition to meeting the additional expectation indicated in the Mastery Rubric

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| --- | --- |
| **MASTERY RUBRIC** | |
| **Exceeds Expectations:** | |
| LO1: Synthesize multiple, relevant sources to explain principles and concepts related to standards that guide early childhood programs and settings. | Synthesizes in-depth information from relevant sources representing various points of view/approaches to explain the role of standards in promoting program quality in early childhood settings.   * Yes * No |