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MEMORANDUM

TO: Members, Utah State Board of Education

FROM: Diana Suddreth, Director
Teaching and Learning

DATE: November 3-4, 2016

INFORMATION: High Quality School Readiness Criteria

Background:

In the 2016 Legislative Session, specific criteria for determining high quality preschools were outlined in 53A-1b-105 High Quality School Readiness Expansion. Board staff use these criteria to evaluate local education agencies (LEAs) who apply for funding to determine an LEA's eligibility to be deemed as a high quality preschool program. The way in which preschools are evaluated was previously approved in the June 2016 Board meeting in R277-402.

Board Strategic Plan:

This item supports the following imperative(s) and strategies in the Board's Strategic Plan:

- Educational Equity
- Quality Learning

Anticipated Action:

The Standards and Assessment Committee will receive information on the mechanisms used for qualifying LEAs' preschool programs as high quality.

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High Quality School Readiness Criteria



Prepared by the
Utah State Board of Education

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High Quality School Readiness Criteria

As per Administrative Board Rule R277-711, Utah State Board of Education (USBE) staff are expected to evaluate public preschool programs to determine high quality status with the following mechanisms:

- The Early Childhood Environmental Rating Scale (ECERS) observational tool for an observer to rate a program through a site visit (see addendum A)
- Grant application using a scoring rubric
- On-site visit and interview with the Superintendent's designated staff.

USBE staff conducts the observations, on-site visits, interviews, and scoring of the grant applications. These mechanisms allow for staff to fully address the essential high quality school readiness criteria as defined in 53a-1b-105 in a comprehensive manner:

- An evidence-based curriculum aligned to the Utah Early Childhood Standards
- Differentiate instruction, including whole group, small group, and child-directed learning
- Instruction in the content areas: oral language and listening comprehension, phonological awareness and prereading, alphabet and word knowledge, prewriting, book knowledge and print awareness, numeracy, creative arts, science and technology, and social studies, health and safety
- Ongoing assessment of a student's educational growth and developmental progress to inform instruction
- A pre- and post-assessment of each student
- A class size that does not exceed 20 students, with one adult for every 10 students in the class
- Ongoing program evaluation and data collection to monitor program goal achievement and implementation of required program components
- Family engagement, including ongoing communication between home and school
- Parent education opportunities based on each family's circumstances
- Each teacher having at least obtained the minimum standard of a child development certification or an associate/bachelor's degree in early child education related field

In the future, we may want to consider adding student outcome data as part of the approval process for determining or maintaining a preschool program as high quality.

Addendum A: ECERS Components

ECERS- 3 Score Summary		
Program / Site _____		Observation date _____
Caregiver's observed _____	Classroom observed _____	Observer code _____
ITEM	SCORE	COMMENTS
1. INDOOR SPACE		
2. FURNITURE FOR CARE, PLAY AND LEARNING		
3. ROOM ARRANGEMENT FOR PLAY AND LEARNING		
4. SPACE FOR PRIVACY		
5. CHILD -RELATED DISPLAY		
6. SPACE FOR GROSS MOTOR PLAY		
7. GROSS MOTOR EQUIPMENT		
SUBSCALE 1: SPACE AND FURNISHINGS		
8. MEALS / SNACKS		
9. TOILETING/DIAPERING		
10. HEALTH PRACTICES		
11. SAFETY PRACTICES		
SUBSCALE 2: PERSONAL CARE ROUTINES		
12. HELPING CHILDREN EXPAND VOCABULARY		
13. ENCOURAGING CHILDREN TO USE LANGUAGE		
14. STAFF USE OF BOOKS WITH CHILDREN		
15. ENCOURAGING CHILDREN'S USE OF BOOKS		
16. BECOMING FAMILIAR WITH PRINT		
SUBSCALE 3: LANGUAGE AND LITERACY		
17. FINE MOTOR		
18. ART		
19. MUSIC/ MOVEMENT		
20. BLOCKS		
21. DRAMATIC PLAY		
22. NATURE / SCIENCE		
23. MATH MATERIALS AND ACTIVITIES		
24. MATH IN DAILY EVENTS		
25. UNDERSTANDING WRITTEN NUMBERS		
26. PROMOTING ACCEPTANCE OF DIVERSITY		
27. APPROPRIATE USE OF TECHNOLOGY		
SUBSCALE 4: LEARNING ACTIVITIES		
28. SUPERVISION OF GROSS MOTOR		
29. INDIVIDUALIZED TEACHING AND LEARNING		
30. STAFF-CHILD INTERACTION		
31. PEER INTERACTION		
32. DISCIPLINE		
SUBSCALE 5: INTERACTION		
33. TRANSITIONS AND WAIT TIMES		
34. FREE-PLAY		
35. WHOLE GROUP ACT. FOR PLAY AND LEARNING		
SUBSCALE 6: PROGRAM STRUCTURE		
TOTAL SCORE	ITEMS SCORED:	