

Early Learning Requirements

Verification of the Early Learning benchmark is completed through a three prong approach which includes classroom observation, teacher interview and review of written documentation.

Standards and Guidelines

- **Standards and Guidelines** – Programs at all Step Levels are required to have state standards and guidelines on site, as outlined in the SUTQ tiers.

Screening and Referral Process

- **Screening Process** – Step 2 & 3 programs are required to have a written description of the program's screening process which includes:
 - The screening tool(s) used (include sample form)
 - The process used to complete screenings
 - The tracking system to ensure screenings are complete within 60 days of enrollment and annually thereafter for all children(except SA)
 - The method in which screening results are communicated to families
 - The method in which teachers utilize results in the planning process
- For children who have a current IEP (Individualized Education Plan) the screening requirement applies to all domains of development that are not addressed in the IEP. Screening results are to be shared with all individuals working with the child including teachers, itinerant teachers, intervention specialists and families. The IEP is to be shared with the child's classroom teacher(s) so that individual instruction can be adjusted to support the needs of the child. – **Clarification added 5/29/12**

A sample of completed screenings will be reviewed at the time of the verification visit.

- **Referral Process** – Step 2 & 3 programs must have a written description of the program's process for making needed referrals which includes:
 - The process used to determine if a referral is needed
 - A description of the referral process
 - The agency or organization to which referrals will be made
 - The process to ensure referrals are made within 90 days
 - Written documentation that verifies a referral was made

Written documentation of a referral (if needed) will be verified at the time of the verification visit.

Curriculum and Planning

- **Written Curriculum** – Step 2 & 3 programs are required to have a written description of the program’s identified curriculum for all age groups served. The description should include the rationale for adopting the curriculum and how it supports the program’s philosophy. (See the SUTQ Curriculum Guidance section for additional information.)
- **Planning** – Step 2 & 3 programs are required to have a written description of the program’s planning process which includes:
 - Method(s) used to ensure that planning is based on the needs, interest and abilities of children
 - Method(s) used to include a variety of types of experiences for children such as large and small group, teacher and child initiated activities and blocks of time for play and exploration
 - Methods used to include age appropriate routines/transitions such as feeding, toileting and hand washing as part of the child’s daily experiences

Current plans will be verified at time of the visit. Lead teachers will be interviewed to explain their individual processes.

- **On-Going Child Assessment** – Step 3 programs are required to have a written description of the program’s on-going child assessment process which includes:
 - Description of the on-going process used for child assessment
 - Identification of the standardized tool(s) utilized in the assessment process (e.g. COR, CC Developmental Continuum, TS Gold, Galileo, Work Sampling Method)
 - Method(s) in which child observations are conducted and recorded
 - Method(s) used to develop individual goals for children’s learning
 - Method (s) used to collect supporting evidence such as anecdotal notes, photos and work samples
 - Method(s) used to utilize assessment results to inform instructional practices

Documentation will be reviewed at the time of the visit. Lead teachers will be interviewed to explain their individual processes.