YoungStar Learning Environment and Curriculum Criteria

B.2 Wisconsin Model Early Learning Standards or School-Age Curricular Framework

B.2.1 Wisconsin Model Early Learning Standards (WMELS) or School-Age Curricular Framework (SACF) training. 50% of Lead Teachers = 1 point; 100% of Lead Teachers = 2 points

Verified by the Registry

B.2.2 Curriculum/Programming aligned with WMELS or SACF 1 Point

The program uses a curriculum aligned with the Wisconsin Model Early Learning Standards (WMELS) or School-Age Curricular Framework (SACF). This means WMELS or SACF is implemented for the curriculum/programming for all children in care.

Wisconsin Model Early Learning Standards (WMELS)

WMELS are NOT a curriculum or assessment tool. The WMELS provide a *framework of developmentally appropriate expectations* for young children and should be used as a tool to help the Lead Teacher *determine goals for children based on their developmental age level* and *implement plans for developmentally appropriate environments and experiences that support children's approach to learning and accomplishment of goals*.

Overall, when developing lesson plans, the five domains of the WMELS should be recognized:

1. Health and Physical Development

2. Social and Emotional Development

3. Language Development and Communication

4. Approaches to Learning

5. Cognition and General Knowledge

Child care programs <u>must demonstrate</u> how their curriculum aligns with the Wisconsin Model Early Learning Standards' five domains of early learning and development through <u>all</u> of the following:

- Lesson plans reflect the WMELS five domains with goals for learning written on lesson plans.
- Interest centers reflect the WMELS five domains.
- Learning experiences are linked to child assessments and goals/outcomes for children and the program as a whole.

Many programs that implement WMELS utilize the Implementation Plan for Child Learning. This tool should help the Provider identify specific activities for large group, small group and individualized planning.

The questions listed on the back page also help the Provider to be reflective on what are the relationships in the classroom: "How is the environment set up to support children's learning?" and "How does the Provider set up the curriculum and environment for the child care program based on the needs of the children in care?"

In addition to curriculum alignment, WMELS is also used to provide information to parents and staff (if applicable). This can be demonstrated <u>through two or more of the following</u>:

Parent handbook; document from parent meetings, support group meetings and/or other events where the WMELS are reviewed and discussed with parents and other interested parties; daily information sheets that are given to parents; parent conference reports; newsletter; or orientation materials.

<u>School-Age Curricular Framework (SACF)</u>

The SACF is NOT a curriculum or an assessment tool, but a *framework for guides what staff are teaching and how staff are teaching*. A school-age curricular framework is *child/youth-centered*; developed to *meet the unique needs of all children and youth*; and requires staff to be *intentional about planning experiences to enhance learning and development*. Curricular framework planning is informed by ongoing, appropriate assessment. Providers use a variety of authentic assessment strategies and tools to gauge the effectiveness of curriculum activities in meeting objectives for children/youth. Resource materials are available which contain ideas for school-age program activities.

School-age programming should show evidence of the following:

- Matching up programming/activities with children's general needs in development, scope and sequence, and interests;
- How children will benefit from the program activity;
- Appropriateness of activities based on the developmental needs of children, the cultural needs of the children, and inclusion practices for children;
- Equipment, supplies and set up needed for the program activity;
- Time needed to experience program activity; and
- Supervision needed to support program activity.

Programs that have school-age children <u>must demonstrate</u> how their programming or curriculum aligns with the School-Age Curricular Framework's nine content areas:

1. Language, Literacy, and Numeracy
2. Arts and Culture
3. Global Learning
4. Health and Wellness
5. Media and Technology
6. Science, Technology, Engineering, and Math Education
7. Social Emotional Development/Character Education
8. Environmental Learning
9. Service Learning.

This must be demonstrated through all of the following:

- Lesson plans reflect the School-Age Curricular Framework nine content areas with goals for enrichment written on lesson plans,
- Interest areas reflect the School-Age Curricular Framework nine content areas
- Enrichment experiences are linked to the goals/outcomes for children and the program as a whole and are:
  - ☐ project based, hands on, inquiry based
  - ☐ age-appropriate and developmentally appropriate
  - ☐ include 21st century skill-building and leadership activities
  - ☐ improve life skills and character education
  - ☐ integrated across multiple curriculum areas
  - ☐ be conducted using a variety of grouping levels (individual, small group, full group work)
  - ☐ intentional in scope and sequence

Verification

Verification of programming alignment will be done by the Rating Observer. To earn this point, <u>every classroom</u> must have curriculum/programming aligned with WMELS/SACF.

To use Rating Observer time wisely, verification of this indicator can be done in one classroom for each age group of children (infants, toddlers, preschoolers) for a total of three classrooms (or four if school-age children are enrolled). The Rating Observer may review up to four weeks' lesson plans for this indicator. If the center has only one or two age groups, the Rating Observer should choose three classrooms in which to verify this indicator. If there are questions, the Department will make a determination. The Department will review curriculum that is submitted to them to determine if a curriculum is in line with the School-Age Curricular Framework.

Note: Programs that have Head Start and Early Head Start components may choose to demonstrate curriculum alignment with Head Start Performance Standards' Domains and Early Learning Framework to provide high quality, developmentally appropriate programming.

The Head Start Domains for child development and learning are:

● Physical Development

● Social & Emotional Development

● Approaches to Learning

● Language Development

● Literacy knowledge & Skills

● Mathematics knowledge & Skills

● Science knowledge & Skills

● Creative Arts Expression

● Logic & Reasoning

● Social Studies knowledge & Skills

● English Language Development

The TC should verify that the lesson plans in the Head Start program recognize the 11 domains identified.

Curriculum Aligned with WMELS or SACF

Classroom/ Group			
Lesson Plan Reflects WMELS/School Age Curricular Framework with Goals for Learning written on Lesson Plans			
Interest Areas Reflects WMELS Domains/School Age Curricular Framework Content Areas			
Learning/Enrichment Experiences linked to goals/outcomes for children and the program as a whole			
How is WMELS information communicated to families?			
Comments/Areas for future work on curriculum alignment with WMELS or SACF			

Track 1: Review the whole program. View up to four weeks of planning.

Track 2: Review one room for each age group, but no less than three classrooms. View up to four weeks of planning.

Track 3: Three or fewer groups; review all groups. Four or more groups; review one-third of the groups up to three groups. At minimum, three groups should be reviewed.

B.3 Child Outcomes

B.3.1 Individual Child Portfolios   1 Point

Program uses individual child portfolios to document individual children's progress over time.

Portfolios are records of the child's process of learning and must demonstrate all of the following: (these will be verified by Raters):

> o What the child has learned and how the child has gone about learning;

> o How the child thinks, questions, analyzes, synthesizes, produces, creates;

> o How the child interacts – intellectually, emotionally and socially – with others;

> o Goals for child outcomes are included in child portfolios; and

> o Artifacts/samples of the child's work.

Portfolios for Children Birth to Five

Portfolios would ideally also include child assessments, screening tools, inventories or developmental checklists but this is not necessary to earn the point for this Indicator.

Portfolios for School-Age Children

For school-age children, screeners are used in school, but not often used in before and after school care. To supplement a screener, a survey or inventory can be used to initially document children's growth and development as they begin participation in the program. The survey/inventory asks parents questions about their child. This allows school-age programs to identify meaningful, efficient, and engaging ways to share important information with parents. An inventory tool is a way to bring children's experiences in school-age programs to life for parents. It can help parents recognize the important ways school-age programs support their children's development. The portfolios will vary from child to child because of individual differences among children.

Items that may be included in a School-Age Portfolio:

- Developmental Checklists of Tasks used to support, help, guide or encourage children in developmental tasks including physical development, new thinking skills, social skills, learning about the world beyond home and family, competence, new thoughts and feelings, and independence.
- Anecdotal records
- Running observations
- Work samples
- Photographs
- Video and Audio recordings
- Children's Journaling Excerpts

YoungStar staff and the Wisconsin Afterschool Network have developed an enrollment inventory for school-age children that is available online free of charge.

<u>Verification</u>

"Progress over time" can be verified through <u>seeing copies</u> of child portfolios. Ideally, programs will start a portfolio for a child *at the time of first enrollment and the portfolio will continue until the child leaves the program*. Programs must be able to demonstrate <u>at least one year of portfolio use</u>. The Rating Observer must use his/her judgment to determine if ***portfolios are used actively and in an ongoing manner.***

If a Provider sends portfolios home with families every so often and does not keep copies of these as proof, the program can still earn the point for this indicator if this practice is noted in the parent handbook and supported in practice. In this case, a Rating Observer may encourage a Provider to make photocopies of these things over the year to demonstrate this practice for YoungStar.

To earn this point, portfolios must be used for every child ages birth to five and must be robust for every child who is in regular attendance. For school-age children, portfolios must be used for every child who is in regular attendance. To use Rating Observer time wisely, verification of this indicator can be done in one classroom for each age group of children (infants, toddlers, preschoolers) for a total of three classrooms (or four if school-age children are enrolled). If the center has only one or two age groups, the Consultant/Rating Observer should choose three classrooms in which to verify this indicator. Track 3 Programs; one-third, but no less than three groups should be reviewed.

Individual Child Portfolios

Classroom/ Group			
What the child has learned and how the child has gone about learning			
How the child thinks, questions, analyzes, synthesizes, produces and creates			
How the child interacts – intellectually, emotionally, and socially – with others			
Goals for Child Outcomes			
Artifacts/ samples of the child's work			
How is progress measured over time?			

B.3.2 Program (Teacher/Group Leader) Uses Intentional Planning to Improve Child Outcomes   1 point

- Used at least twice per year
- Outcomes should be developmentally appropriate
- Training in how to use the assessment/inventory/survey completed

Verification:

- Assess individual children
- Use what is learned from the assessment process to improve child outcomes
- Refine what is planned and implement activities based on child outcomes.
- Each age group and no fewer than 3 groups

B.3.3   **Track 1: Provider Trained in Annual Developmental Screenings**   1 point

        Tracks 2 & 3: Individual Child Outcomes Tracked   1 point

Track 1: Can not be earned if B.3.1 and B.3.2 are not met.

- Provider provides annual developmental screenings
- Provider is trained on tool used

B.3.4 (Track 1) Individual Child Outcomes Tracked   2 points

Can not be earned if B.3.1 and B.3.2 are not met.