Appendix A:
Preparing for the Process

Researching Your Market

Third-Party Quality Endorsement System Information

Learning Styles Quiz

In-Service and Professional Development Planning Chart

Researching Your Market

Download this page for each center or program you contact (all appendix pages can be downloaded from the Web Components tab at the *Prove It!* page on the Redleaf Press website).

Center/ Program Name	Contact Phone Numbers/ Web site Address	Contact Name	Endorsement
How long have you had this endorsement?			
Why did you chose this endorsement?			
What benefits do you see in your program from having this endorsement?			
What do your families say about this endorsement?			
What does your staff say about this endorsement?			
Would you choose to use this endorsement process again? Why?			

Third-Party Quality Endorsement System Information

Download this form for each endorsement you are reviewing.

Name of Third-Party Quality Endorsement System:

Web site address:	
Phone numbers:	
Costs:	
Materials:	
Training requirements (if any):	
Self-study paperwork submission:	
Site visit:	

Self-study steps:

Paperwork requirements:

Recommended length of time for self-study:	Additional previsit requirements:	Licensing status requirements:

Staff education requirements:	Center director/program leader education requirements:

Third-Party Quality Endorsement System Information (cont.)

Major focus appears to be

- ☐ health and safety
- ☐ curriculum
- ☐ interactions
- ☐ family connections
- ☐ community connections
- ☐ teaching staff
- ☐ administration and general operations
- ☐ facility or building
- ☐ other: _____
- ☐ other: _____

Annual requirements after third-party quality endorsement has been achieved:

- ☐ annual reports
- ☐ costs: _____
- ☐ additional on-site visits: _____
- ☐ possible unscheduled visits: _____
- ☐ required staff training: _____
- ☐ other: _____

Learning Styles Quiz

Visual	Y	N	Auditory	Y	N	Kinesthetic	Y	N
I remember faces well.			I enjoy rhymes and tongue twisters.			I enjoy doing physical activities while thinking through issues or problems.		
I prefer reading to listening to music or watching TV.			I can study and listen to music at the same time.			I fidget and fiddle a lot when I sit for a long time.		
I prefer to sit in the front when in a training room.			I prefer to sit along the sides in a training room.			I don't care where I sit in a training room.		
I love Post-It Notes!			Earphones are the best invention ever!			I like to figure out how things work by taking them apart and putting them back together again.		
I like to draw diagrams to explain a point.			I enjoy listening to people speak, especially when they have a good command of the language.			I like solving riddles and doing jigsaw puzzles.		
I prefer watching movies on the big screen rather than on TV.			I prefer listening to music to reading or watching TV.			I like to assemble and fix things.		
I find myself doodling while I'm listening or talking on the phone.			I hear little sounds that others typically don't.			I notice and appreciate the texture and feel of fabrics, clothes, furniture, and so on.		
I use lists to plan activities and complete tasks.			I remember song lyrics and jingles easily.			I prefer typing to writing with a pen.		
I write things down when I have to remember them.			I remember telephone numbers better if I hear them.			I remember telephone numbers better after I have used them once or twice.		
I am easily distracted by movement.			I am easily distracted by noise.			I am very sensitive to smells.		
Total			**Total**			**Total**		

Key to Learning Styles Quiz Results

The 'Y' column with the highest total indicates your learning style preference.

The 'N' column with the highest total indicates your least favorite learning style.

Your preference: _____

Typically, we all have indicators from each learning style, and *ideally* should have a fair balance of these to be the most effective learners that we can be.

In-Service and Professional Development Planning Chart

Name	Preferred Method	Plan for Achieving	Status

In-Service and Professional Development Planning Chart, with Goals

Version 1

Name	Preferred Method	Plan for Achieving	Status	Goal

Version 2

Name	Goal	Preferred Method	Plan for Achieving	Status