

Appendix B: The Process

Document or Evidence Collection

Timeline Planner

Self-Study Planning and Progress Checklist

Family Action Plan

Staff Training Plan

Classroom Action Plan

Director's Action Plan

Document or Evidence Collection

Developing a system for document and evidence collection from the start is important. Whether you are pursuing a third party quality endorsement system that requires a document review for the administrative and management functions only, or you are pursuing a system that requires classrooms to also collect documents and evidence, it is important to develop this tool from the start. This ensures you have adequate time to understand what you currently meet and what you need to work toward as part of your action plan.

There are many ways to put a document collection system together. The following suggestions are some best practices—things that are not necessarily essential or required components but have served programs well time and again:

- Use a file box or file folder rather than a binder. A binder can limit space for dictation and sometimes influences the design making it more scrapbook-like, losing the intent of the task. Binders can work but users should be cautious. Document or file boxes tend to work better.
- Online systems are possible as well. For example, [NAEYC](#) has approved a few organizations for classroom portfolio systems for their portfolio requirements.
- Review the documents required and collect the evidence that is “easy.” Then develop a plan for ongoing document development and collection for the more challenging or complex standards.
- Reflect on each required document and determine which evidence best validates or proves your program meets the standard. Completing a form such as the Criteria Evaluation Form (in [appendix C](#)) for each document can help both you and the validator understand the rationale behind each piece of evidence. If staff members are also involved in this process, or working on additional evidence boxes, it can help them articulate how they meet each standard, which adds to their professional knowledge.
- Keep the validator in mind when you organize your system. Make it easy for him or her to locate and understand your evidence. Validators have a limited amount of time and often see myriad systems, documents, and evidence. What may seem obvious to you may be a challenge for a validator to understand.
- Label everything with the standard or criterion number it references. If a document serves as evidence for more than one standard or

criterion, make a copy and place it where it belongs. This is much better than “See standard XYZ for documentation . . .”

- If you do not have anything to verify a standard or criterion, then you must add that information to an improvement or action plan, make the necessary changes to your program, and then provide the evidence.
- Photographs can be very useful but need clear dictation next to them to ensure the validator doesn't have to guess why you are using the picture as evidence.
- Remember, as much as a validator might enjoy perusing your document box, there is limited time. Too much evidence can be as big of a challenge as too little. Limit yourself to one to three pieces of evidence per standard or criterion.
- Ask a third party to review your documents to be sure they make sense to an outsider.
- If something is too large to include in a document box, such as an incident log, include a note indicating where the documentation can be found. However, leaving a note saying it is on the wall in a classroom is not acceptable. That type of evidence is used in a classroom observation.

Timeline Planner

Month 1:

Month 2:

Month 3:

Month 4:

Timeline Planner (cont.)

Month 5:

Month 6:

Month 7:

Month 8:

Timeline Planner (cont.)

Month 9:

Month 10:

Month 11:

Month 12:

Timeline Planner (cont.)

Month 13:

Month 14:

Month 15:

Month 16:

Timeline Planner (cont.)

Month 17:

Month 18:

Congratulations, you have just started the self-study!

Self-Study Planning and Progress Checklist

Self-Study Step	Scheduled Date of Completion	Actual Date of Completion	Follow-Up Notes
Third-Party Quality Endorsement System			
1. Select			
2. Order			
3. Read			
Evaluation Task 1 Identify documentation tools (surveys, checklists, observations, evaluations)			
Evaluation Task 2 Assign documentation tasks (determine who completes what paperwork)			
Evaluation Task 3 Complete the first round of documentation tasks			
Planning Task 1 Identify areas of opportunity (create action plans)			
Planning Task 2 Assign action plan items			
Making Improvements Task 1 Create weekly action plans			
Making Improvements Task 2 Complete weekly action plan tasks			
Reevaluating Task 1 Revisit the documentation task list			
Reevaluating Task 2 Review documentation			
Reevaluating Task 3 Revisit your master plan			
Submit Request for On-site Visit			

Family Action Plan

Criteria/ Standards	Action Tasks	People Responsible	Completion Date

Staff Training Plan

Criteria/ Standards	Training Topics	Training Method and Audience	People Responsible	Completion Date

Classroom Action Plan

Classroom: _____

Criteria/ Standards	Improvement Tasks	People Responsible	Completion Date

Director's Action Plan

Criteria/ Standards	Action Tasks	People Responsible	Completion Date

Daily Walkabout Sheet

Date: _____

- The center is clean and inviting.
- Correct hand-washing procedures are being followed.
- Correct diapering procedures are being followed.
- Evidence of communication with families is apparent in each classroom.
- Evidence of learning is apparent in each classroom.
- The classroom environments are set up to encourage learning.
- Sufficient materials are available in each classroom to allow for play and learning.
- Teachers are encouraging the development of age-appropriate math skills.
- Teachers are encouraging the development of age-appropriate reading skills.
- Teachers are encouraging the development of age-appropriate writing skills.
- Teachers are encouraging the development of problem-solving skills.
- Age-appropriate child guidance skills are used and are evident.
- Teachers and children are having meaningful conversations.
- Teachers are asking age-appropriate open-ended questions.
- A fair balance of teacher-driven and child-initiated activities are planned for the day.
- Each classroom has planned for large-motor activities for the day.
- Evidence of teachers observing children's learning is apparent.
- Teachers have planned for family involvement in their classroom.

- Evidence of respectful representation of diversity within the classroom and the community is apparent.
- Each classroom is inviting and child-centered.

Areas of opportunity:

Plan of action for remediation:
