



NAEYC Classroom Portfolio Instructions for Organization

What is a Classroom Portfolio?

Throughout Self-Study and Self-Assessment, the teaching staff for each classroom develops the Classroom Portfolio, which contains plans, documents, and records that provide evidence of classroom implementation of the NAEYC Accreditation Criteria. Programs refer to the assembled Classroom Portfolios to report results of their formal Self-Assessment when they submit their candidacy materials. In addition, assessors will review the Classroom Portfolio for the classrooms they observe during the on-site assessment, considering its evidence when determining performance on individual criteria. The results of the on-site assessment are then used by the NAEYC Academy to determine the accreditation decision.

The Classroom Portfolio is an opportunity for programs to present evidence of the classroom's capacity to meet the NAEYC Early Childhood Program Standards and Accreditation Criteria over time. It is a mechanism for documenting classroom practices and recording events in order to provide current evidence of implementation of the standards and criteria. Evidence is current if it reflects a policy, practice, or document that is in effect or has been collected (or documented) within 12 months of the program's Candidacy deadline. The evidence itself may be older than 12 months if it reflects a current practice. For example, if a garden is planted each spring (with activities planned to support criteria in math and science), a picture that is more than 12 months old is considered current evidence because the activity is planned and implemented annually. *(Text added May 2007)*

What Criteria need to be supported with documentation in the Classroom Portfolio?

Any criteria listing CP (Classroom Portfolio) as a source of evidence must include documentation in the Classroom Portfolio. Be sure to use the [*Updated Sources of Evidence for All Criteria 071506*](#) to identify which criteria require Classroom Portfolio evidence.

Please note, each criterion within each program standard is identified by its relevant age group (or groups). Many criteria are identified as "universal" (U), meaning that all classrooms within the program must address these criteria. Other criteria apply to specific age groups:

I = Infant

P = Preschool

T = Toddlers/twos

K = Kindergarten

Classrooms identify the age groups they serve based on the age ranges identified in the Ratios with Group Size, Table 3, on page 29 of the Leadership and Management Standard book included in the *NAEYC Self-Study Kit*.

How many Classroom Portfolios should a program organize?

The Classroom Portfolio documents classroom practices and events to provide current evidence of the implementation of the program standards and accreditation criteria. The Classroom Portfolio supplements the classroom observation and documents capacity to perform the criteria over time. In most instances, it is expected that the Classroom Portfolio will be developed for a specific classroom or group by the teaching team responsible for that group. However, when the responsibility for planning and implementing classroom activities is shared among several teaching teams for multiple groups of children, a single portfolio may be used to document the evidence for each of the groups included in the shared planning and implementation. *(Text added May 2007)*

All classrooms will use the Classroom Portfolio to document evidence of meeting the criteria during self-assessment. Additionally, the classrooms randomly selected to receive a classroom observation during the on-site assessment, will have their portfolio reviewed by the assessor as a source of evidence for meeting the standards and criteria.

Classrooms should organize their Classroom Portfolios using the Classroom Portfolio Evidence Check-list, organized by the 10 Program Standards:

- | | |
|--------------------------------|---------------------------|
| 1—Relationships | 6—Teachers |
| 2—Curriculum | 8—Community Relationships |
| 3—Teaching | 9—Physical Environment |
| 4—Assessment of Child Progress | |

No evidence is required in the Classroom Portfolio for Standard 5—Health, 7—Families, and 10—Leadership and Management.

Clear organization and careful labeling of each piece of evidence will facilitate the use of the Classroom Portfolio by program staff as well as by the Assessor during the on-site assessment visit. Classrooms may choose file folders, crates, binders, or other storage mechanisms to denote and organize their Program Portfolio evidence. Materials may also be stored electronically, provided that the assessor can easily be given individual access in a private location.

Things to keep in mind

- Many of the criteria clearly articulate the specific evidence required, while others have multiple indicators that comprise the criteria. Carefully review each criterion to be sure that the evidence in the Classroom Portfolio truly supports its intent.
- Each document or other evidence included within a Classroom Portfolio **MUST** be clearly labeled with the criterion number that it supports. If the program is submitting a document that is several paragraphs or pages in length and only a portion is the actual evidence for that criterion, please highlight or flag that portion. This will assist assessors in their review of the Classroom Portfolio during the on-site assessment.

- Not all evidence needs to be copied and placed in the Classroom Portfolio, if it can be readily provided to the assessor along with the portfolio. However, then a “place holder” should be added to the portfolio in the appropriate section, listing the criterion number and a detailed explanation of where the evidence is located.
- It is critical to refer to the full language of the criteria when selecting evidence to demonstrate that it is met. Many of the criteria outline specific information needed and the language in the guides is simply a summary to serve as a convenient checklist.
- Some of the activities presented in the portfolio will demonstrate evidence of multiple criteria. This is an opportunity to provide the assessor with examples of the richness of the classroom community over time. Evidence should be selected to provide an authentic reflection of children’s classroom experience.
- Most importantly remember that assessors will use the Classroom Portfolio to determine whether or not criteria are met. Therefore, anything you can do to help assessors efficiently locate needed evidence will make the on-site visit process an easier experience for both the program and the assessors.

Classroom Portfolio Evidence Checklist

This table lists evidence that should be compiled in the Classroom Portfolio to demonstrate performance of NAEYC Accreditation Criteria in order to meet the NAEYC Early Childhood Program Standards.

The table is created so that it can be sorted to choose specific groups of criteria (Universal or all groups = U; Infants=I; Toddlers/Twos=T; Preschool=P; Kindergarten=K). Using Microsoft WORD, select the Sort option under Table on the main menu above. In the Dialog Box that opens, select the desired age group (U, I, T, P, or K) in the first sort selection, then select # in the second sort, then select ** on the third sort selection. Be sure that Age Group sort is in *Descending* order and the # and ** sorts are in *Ascending* order. Then click OK to close the dialogue box and complete the sort. This will create a table in which your desired Age Group appears at the top of the table. Delete or do not print the rows that are not needed.

#	**	U	I	T	P	K	Classroom Portfolio should include evidence of:	Evidence compiled
1	A.00	X	X	X	X	X	Building Positive Relationships among Teachers and Families	
1	A.01	X	X	X	X	X	Working in partnership with families and maintaining ongoing communication with families	<input type="checkbox"/>
1	A.03	X	X	X	X	X	Ongoing communications with family members to <input type="checkbox"/> learn about children’s individual needs and <input type="checkbox"/> ensure a smooth transition between home and program.	<input type="checkbox"/>
1	A.04	X	X	X	X	X	Teachers are sensitive to family concerns and reassure family members who are concerned about leaving children in non-family care.	<input type="checkbox"/>
1	A.05	X	X	X	X	X	Information shared with families about classroom rules, expectations, and routines at enrollment and as needed throughout the year.	<input type="checkbox"/>
1	D.00	X	X	X	X	X	Creating a Predictable, Consistent and Harmonious Classroom	
1	D.01	X	X	X	X	X	Providing models and visual images of adult roles, differing abilities, and ethnic or cultural backgrounds that counter stereotypical limitations.	<input type="checkbox"/>
1	D.02			X	X	X	Opportunities for children to develop the classroom community through participation in decision making about classroom rules, plans, and activities.	<input type="checkbox"/>
1	D.04			X	X	X	Opportunities for children to explore a wide range of feelings and the different ways that those feelings can be expressed.	<input type="checkbox"/>
2	A.00	X	X	X	X	X	Curriculum: Essential Characteristics	
2	A.07	X	X	X	X	X	A daily schedule, guided by the curriculum, that is predictable yet flexible and responsive to individual needs of the children The schedule <input type="checkbox"/> provides time and support for transitions. <input type="checkbox"/> includes both indoor and outdoor experiences. <input type="checkbox"/> is responsive to a child’s need to rest or be active.	<input type="checkbox"/>

#	**	U	I	T	P	K	Classroom Portfolio should include evidence of:	Evidence compiled
2	A.08	X	X	X	X	X	Materials and equipment used to implement the curriculum reflecting the lives of the children and families as well as the diversity found in society, including <input type="checkbox"/> gender, <input type="checkbox"/> age, <input type="checkbox"/> language, and <input type="checkbox"/> abilities. Materials and equipment <input type="checkbox"/> provide for children's safety while being appropriately challenging. <input type="checkbox"/> encourage exploration, experimentation, and discovery. <input type="checkbox"/> promote action and interaction. <input type="checkbox"/> are organized to support independent use. <input type="checkbox"/> are rotated to reflect changing curriculum and to accommodate new interests and skill levels. <input type="checkbox"/> are rich in variety. <input type="checkbox"/> accommodate children's special needs.	<input type="checkbox"/>
2	A.10			X	X	X	The curriculum guides teachers to incorporate content, concepts, and activities that foster <input type="checkbox"/> social, <input type="checkbox"/> emotional, <input type="checkbox"/> physical, <input type="checkbox"/> language, and <input type="checkbox"/> cognitive development and <input type="checkbox"/> that integrate key areas of content including literacy, mathematics, science, technology, creative expression and the arts, health and safety, and social studies.	<input type="checkbox"/>
2	A.11			X	X	X	The schedule provides children learning opportunities, experiences, and projects that extend over the course of several days and it incorporates time for: <input type="checkbox"/> play, <input type="checkbox"/> self-initiated learning, <input type="checkbox"/> creative expression, <input type="checkbox"/> large-group, <input type="checkbox"/> small-group, and <input type="checkbox"/> child-initiated activity.	<input type="checkbox"/>
2	A.12			X	X	X	Children's engagement in play that is integrated into classroom topics of study, guided by the curriculum	<input type="checkbox"/>
2	C.00	X	X	X	X	X	Curriculum Area of Development: Physical Development	
2	C.01		X	X			Infants and toddlers/twos are provided <input type="checkbox"/> an environment that allows them to move freely and achieve mastery of their bodies through self-initiated movement. They have multiple opportunities to practice emerging skills in <input type="checkbox"/> coordination, movement, and balance, as well as <input type="checkbox"/> perceptual-motor integration	<input type="checkbox"/>
2	C.02		X	X			Infants and toddlers/twos have multiple opportunities to develop fine-motor skills by acting on their environments using their hands and fingers in a variety of age-appropriate ways.	<input type="checkbox"/>
2	C.03			X	X	X	Opportunities and materials for children that support fine-motor development.	<input type="checkbox"/>

#	**	U	I	T	P	K	Classroom Portfolio should include evidence of:	Evidence compiled
2	C.04				X	X	Opportunities for children and equipment to engage in large-motor experiences that <ul style="list-style-type: none"> <input type="checkbox"/> stimulate a variety of skills. <input type="checkbox"/> enhance sensory-motor integration. <input type="checkbox"/> develop controlled movement (balance, strength, coordination). <input type="checkbox"/> enable children with varying abilities to have large-motor experiences similar to those of their peers. <input type="checkbox"/> range from familiar to new and challenging. <input type="checkbox"/> help them learn physical games with rules and structure. 	<input type="checkbox"/>
2	D.00	X	X	X	X	X	Curriculum Area of Development: Language Development	
2	D.04	X	X	X	X	X	Varied opportunities for children to develop vocabulary through <ul style="list-style-type: none"> <input type="checkbox"/> conversations, <input type="checkbox"/> experiences such as field trips, and <input type="checkbox"/> books. 	<input type="checkbox"/>
2	D.06				X	X	Varied opportunities and materials that encourage children to have discussions to solve problems that are <ul style="list-style-type: none"> <input type="checkbox"/> interpersonal and <input type="checkbox"/> those that are related to the physical world. 	<input type="checkbox"/>
2	D.07				X	X	Varied opportunities and materials that encourage children to engage in discussions with one another.	<input type="checkbox"/>
2	E.00	X	X	X	X	X	Curriculum Content Area for Cognitive Development: Early Literacy	
2	E.01		X				Varied opportunities for infants to experience songs, rhymes, routine games and books through <ul style="list-style-type: none"> <input type="checkbox"/> individualized play that includes simple rhymes, songs, and interactive games (e.g., peekaboo). <input type="checkbox"/> daily opportunities for each child to hear and respond to various types of books including picture books, wordless books, and books with rhymes. <input type="checkbox"/> access to durable books that enable independent exploration. 	<input type="checkbox"/>
2	E.02			X			Varied opportunities for toddlers/twos to experience books, songs, rhymes, and routine games through <ul style="list-style-type: none"> <input type="checkbox"/> individualized play that includes simple rhymes, songs, and sequences of gestures (e.g., finger plays, peekaboo, patty-cake, this little piggy). <input type="checkbox"/> daily opportunities to hear and respond to various types of books including picture books, wordless books, and books with rhymes. <input type="checkbox"/> access to durable books that enable independent exploration. <input type="checkbox"/> experiences that help them understand that pictures represent real things in their environment. 	<input type="checkbox"/>
2	E.03			X	X	X	Opportunities for children to become familiar with print. They are actively involved in making sense of print, and they have opportunities to become familiar with, recognize, and use print that is accessible throughout the classroom: <ul style="list-style-type: none"> <input type="checkbox"/> Items belonging to a child are labeled with his or her name. <input type="checkbox"/> Materials are labeled. <input type="checkbox"/> Print is used to describe some rules and routines. <input type="checkbox"/> Teaching staff help children recognize print and connect it to spoken words. 	<input type="checkbox"/>

#	**	U	I	T	P	K	Classroom Portfolio should include evidence of:	Evidence compiled
2	E.04				X	X	Varied opportunities for children to <ul style="list-style-type: none"> <input type="checkbox"/> have books read in an engaging manner at least twice a day in full-day programs and at least once daily in half-day programs in group or individualized settings. <input type="checkbox"/> be read to regularly in individualized ways, including one-to-one or in small groups of two to six children regularly. <input type="checkbox"/> explore books on their own and have places that are conducive to the quiet enjoyment of books. <input type="checkbox"/> have access to various types of books, including storybooks, factual books, books with rhymes, alphabet books, and wordless books. <input type="checkbox"/> be read the same book on repeated occasions. <input type="checkbox"/> retell and reenact events in storybooks. <input type="checkbox"/> engage in conversations that help them understand the content of the book. <input type="checkbox"/> be assisted in linking books to other aspects of the curriculum. <input type="checkbox"/> identify the parts of books and differentiate print from pictures. 	<input type="checkbox"/>
2	E.05				X	X	Varied opportunities for children to write. <ul style="list-style-type: none"> <input type="checkbox"/> Writing materials and activities are readily available in art, dramatic play, and other learning centers. <input type="checkbox"/> Various types of writing are supported, including scribbling, letter-like marks, and developmental spelling. <input type="checkbox"/> Children have daily opportunities to write or dictate their ideas. <input type="checkbox"/> Children are provided needed assistance in writing the words and messages they are trying to communicate. <input type="checkbox"/> Children are given the support they need to write on their own, including access to the <input type="checkbox"/> alphabet (e.g., displayed at eye level or on laminated cards) and <input type="checkbox"/> to printed words about topics of current interest. <input type="checkbox"/> Children see teaching staff model functional use of writing and are helped to discuss the many ways writing is used in daily life. 	<input type="checkbox"/>
2	E.06				X	X	Varied opportunities for children to develop phonological awareness: <ul style="list-style-type: none"> <input type="checkbox"/> Children are encouraged to play with the sounds of language, including syllables, word families, and phonemes, using rhymes, poems, songs, and finger plays. <input type="checkbox"/> Children are helped to identify letters and the sounds they represent. <input type="checkbox"/> Children are helped to recognize and produce words that have the same beginning or ending sounds. <input type="checkbox"/> Children's self-initiated efforts to write letters that represent the sounds of words are supported. 	<input type="checkbox"/>
2	E.07				X	X	Opportunities to <input type="checkbox"/> recognize and <input type="checkbox"/> write letters.	<input type="checkbox"/>
2	E.09					X	Opportunities to learn to read familiar <input type="checkbox"/> words, <input type="checkbox"/> sentences, and <input type="checkbox"/> simple books.	<input type="checkbox"/>
2	E.10					X	Children encouraged to identify phonemes in words through varied activities including <input type="checkbox"/> writing and <input type="checkbox"/> games.	<input type="checkbox"/>
2	E.11					X	Each child encouraged to write independently each day.	<input type="checkbox"/>

#	**	U	I	T	P	K	Classroom Portfolio should include evidence of:	Evidence compiled
2	F.00	X	X	X	X	X	Curriculum Content Area for Cognitive Development: Early Mathematics	
2	F.01		X	X			Opportunities and materials for infants and toddlers/twos to <input type="checkbox"/> use language, gestures, and materials to convey mathematical concepts such as more and less and big and small. <input type="checkbox"/> see and touch different shapes, sizes, colors, and patterns. <input type="checkbox"/> build number awareness, using objects in the environment. <input type="checkbox"/> read books that include counting and shapes.	<input type="checkbox"/>
2	F.02			X	X	X	Opportunities and materials for children to build understanding of numbers, number names, and their relationship to object quantities and to symbols.	<input type="checkbox"/>
2	F.03			X	X	X	Opportunities and materials for children to categorize by one or two attributes such as shape, size, and color.	<input type="checkbox"/>
2	F.05				X		Opportunities and materials for children that help them understand the concept of measurement by using <input type="checkbox"/> standard and <input type="checkbox"/> non-standard units of measurement.	<input type="checkbox"/>
2	F.06				X	X	Opportunities and materials for children to understand basic concepts of geometry by, for example, naming and recognizing two- and three-dimensional shapes and recognizing how figures are composed of different shapes.	<input type="checkbox"/>
2	F.07				X	X	Opportunities for children to build an understanding of time in the context of their lives, schedules, and routines.	<input type="checkbox"/>
2	F.08				X	X	Opportunities and materials for children that help them recognize and name repeating patterns.	<input type="checkbox"/>
2	F.09					X	Opportunities and materials for children to use <input type="checkbox"/> standard and <input type="checkbox"/> nonstandard units of measurement and to <input type="checkbox"/> assign numerical values to measurements.	<input type="checkbox"/>
2	F.10					X	Opportunities and materials for children to <input type="checkbox"/> create, <input type="checkbox"/> represent, <input type="checkbox"/> discuss, and <input type="checkbox"/> extend repeating and growing patterns.	<input type="checkbox"/>
2	F.11					X	Opportunities and materials for children that encourage them to use written mathematical representations in everyday experiences.	<input type="checkbox"/>
2	F.12					X	Opportunities and materials for children to use numerical symbols and to explore operations on quantities, such as adding, taking away, and dividing into equal and unequal subsets.	<input type="checkbox"/>
2	F.13					X	Opportunities and materials for children that introduce them to conventional tools for understanding time such as a calendar and a clock.	<input type="checkbox"/>
2	G.00	X	X	X	X	X	Curriculum Content Area for Cognitive Development: Science	<input type="checkbox"/>
2	G.01		X	X			Opportunities and materials for infants and toddlers/twos to <input type="checkbox"/> use their senses to learn about objects in the environment. <input type="checkbox"/> discover that they can make things happen and solve simple problems.	<input type="checkbox"/>

#	**	U	I	T	P	K	Classroom Portfolio should include evidence of:	Evidence compiled
2	G.02				X	X	Opportunities and materials for children to learn key topic content and principles of science such as <ul style="list-style-type: none"> <input type="checkbox"/> organisms, the difference between living and nonliving (e.g., plants versus rocks), and life cycles of various organisms (e.g., plants, butterflies, humans). <input type="checkbox"/> earth and sky (e.g., seasons, weather, geologic features, light and shadow, sun, moon, and stars). <input type="checkbox"/> structure and property of matter (e.g., characteristics that include concepts such as hard and soft, floating and sinking) and behavior of materials (e.g., transformation of liquids and solids by dissolving or melting). 	<input type="checkbox"/>
2	G.03				X	X	Opportunities and materials for children that encourage them to use the five senses to observe, explore, and experiment with scientific phenomena.	<input type="checkbox"/>
2	G.04				X	X	Opportunities for children to use simple tools to observe objects and scientific phenomena.	<input type="checkbox"/>
2	G.05				X	X	Opportunities and materials for children to <input type="checkbox"/> collect data and to <input type="checkbox"/> represent and document their findings (e.g., through drawing or graphing).	<input type="checkbox"/>
2	G.06				X	X	Opportunities and materials for children that encourage them to think, question, and reason about observed and inferred phenomena.	<input type="checkbox"/>
2	G.08				X	X	Opportunities and materials for children that help them learn and use scientific terminology and vocabulary associated with the content areas.	<input type="checkbox"/>
2	H.00	X	X	X	X	X	Curriculum Content Area for Cognitive Development: Technology	
2	H.03				X	X	Technology used to <ul style="list-style-type: none"> <input type="checkbox"/> extend learning within the classroom. <input type="checkbox"/> integrate and enrich the curriculum. 	<input type="checkbox"/>
2	J.00	X	X	X	X	X	Curriculum Content Area for Cognitive Development: Creative Expression and the Arts	
2	J.01	X	X	X	X	X	Varied opportunities for children to gain an appreciation of <input type="checkbox"/> art, <input type="checkbox"/> music, <input type="checkbox"/> drama, and <input type="checkbox"/> dance in ways that reflect cultural diversity.	<input type="checkbox"/>
2	J.02		X	X			Opportunities for infants and toddlers/twos to explore and manipulate age-appropriate art materials.	<input type="checkbox"/>
2	J.03		X	X			Opportunities for infants and toddlers/twos to express themselves creatively by freely moving to music. Toddlers/twos have varied opportunities to engage in pretend or imaginative play.	<input type="checkbox"/>
2	J.04			X	X	X	Opportunities for children to learn new concepts and vocabulary related to <input type="checkbox"/> art, <input type="checkbox"/> music, <input type="checkbox"/> drama, and <input type="checkbox"/> dance.	<input type="checkbox"/>
2	J.06				X	X	Opportunities and materials for children to express themselves creatively through <input type="checkbox"/> music, <input type="checkbox"/> drama, <input type="checkbox"/> dance and <input type="checkbox"/> two- and three-dimensional art.	<input type="checkbox"/>
2	J.07				X	X	Opportunities for children to respond to the art of <input type="checkbox"/> other children and <input type="checkbox"/> adults.	<input type="checkbox"/>

#	**	U	I	T	P	K	Classroom Portfolio should include evidence of:	Evidence compiled
2	K.00	X	X	X	X	X	Curriculum Content Area for Cognitive Development: Health and Safety	
2	K.01			X	X	X	Opportunities and materials for children that encourage good health practices, such as serving and feeding themselves, rest, good nutrition, exercise, hand washing, and brushing teeth.	<input type="checkbox"/>
2	K.02			X	X	X	Opportunities and materials for children to help them learn about nutrition, including <input type="checkbox"/> identifying sources of food and <input type="checkbox"/> recognizing, <input type="checkbox"/> preparing, <input type="checkbox"/> eating, and <input type="checkbox"/> valuing healthy foods.	<input type="checkbox"/>
2	K.03			X	X	X	Opportunities and materials for children that increase their awareness of safety rules in their <input type="checkbox"/> classroom, <input type="checkbox"/> home, and <input type="checkbox"/> community.	<input type="checkbox"/>
2	K.04			X	X	X	Opportunities to practice safety procedures.	<input type="checkbox"/>
2	K.05				X	X	Opportunities to discuss, ask questions, and express fears about visiting the doctor, clinic, hospital, or dentist; getting shots; or taking medicine.	<input type="checkbox"/>
2	L.00	X	X	X	X	X	Curriculum Content Area for Cognitive Development: Social Studies	
2	L.01	X	X	X	X	X	Varied learning opportunities for children that foster positive identity and an emerging sense of <input type="checkbox"/> self and <input type="checkbox"/> others.	<input type="checkbox"/>
2	L.02			X	X	X	Opportunities to become a part of the classroom community so each child feels accepted, and gains a sense of belonging.	<input type="checkbox"/>
2	L.03			X	X	X	Opportunities and materials for children to build their understanding of diversity in <input type="checkbox"/> culture, <input type="checkbox"/> family structure, <input type="checkbox"/> ability, <input type="checkbox"/> language, <input type="checkbox"/> age, <input type="checkbox"/> gender in non-stereotypical ways.	<input type="checkbox"/>
2	L.04			X	X	X	Opportunities and materials for children to explore social roles in the family and workplace through play.	<input type="checkbox"/>
2	L.05			X	X	X	Opportunities and materials for children to learn about the community in which they live.	<input type="checkbox"/>
2	L.06				X	X	Opportunities for children to engage in discussions about <input type="checkbox"/> fairness, <input type="checkbox"/> friendship, <input type="checkbox"/> responsibility, <input type="checkbox"/> authority, and <input type="checkbox"/> differences.	<input type="checkbox"/>
2	L.07				X	X	Opportunities and materials for children to learn about physical characteristics of their local environment as a foundation for learning geography.	<input type="checkbox"/>
2	L.08				X	X	Opportunities and materials for children to learn how people affect their environment in <input type="checkbox"/> positive (e.g., recycling) and <input type="checkbox"/> negative (e.g., polluting) ways.	<input type="checkbox"/>
2	L.09				X	X	Opportunities and materials for children that allow them to contribute to the well-being of <input type="checkbox"/> their classroom and <input type="checkbox"/> the community, including care for the social and physical environments in which they live.	<input type="checkbox"/>
2	L.10				X	X	Opportunities and materials that build a foundation for understanding economic concepts (e.g., playing restaurant, managing a store, and identifying and exchanging money.)	<input type="checkbox"/>

#	**	U	I	T	P	K	Classroom Portfolio should include evidence of:	Evidence compiled
2	L.11					X	Opportunities and materials that help children link learning about their hometown, their state, the U.S. and their country of origin to previous learning, as a foundation for learning geography, history, and social studies.	<input type="checkbox"/>
3	A.00	X	X	X	X	X	Designing Enriched Learning Experiences	
3	A.01	X	X	X	X	X	Teaching and program staff work as a team to implement daily teaching and learning activities	<input type="checkbox"/>
3	A.06			X	X	X	<input type="checkbox"/> Classroom displays that help children reflect on and extend their learning. <input type="checkbox"/> Children’s recent works predominate in classroom displays (e.g., art, emergent writing, graphic representation, and three-dimensional creations). <input type="checkbox"/> Some displays are at children’s eye level.	<input type="checkbox"/>
3	A.07			X	X	X	Teaching staff and children working together to arrange classroom materials in predictable ways so children know where to find things and where to put them away.	<input type="checkbox"/>
3	B.00	X	X	X	X	X	Creating Caring Communities for Learning	
3	B.11			X	X	X	Teaching staff creating a climate of mutual respect for children by being interested in their <input type="checkbox"/> ideas, <input type="checkbox"/> experiences, and <input type="checkbox"/> products.	<input type="checkbox"/>
3	B.13				X	X	Teachers providing children opportunities to affect what happens in the classroom through participation in decision making about issues concerning <input type="checkbox"/> classroom behavior, <input type="checkbox"/> plans, and <input type="checkbox"/> activities.	<input type="checkbox"/>
3	D.00	X	X	X	X	X	Using Time, Grouping and Routines to Achieve Learning Goals	
3	D.01	X	X	X	X	X	Time daily for <input type="checkbox"/> indoor activities and <input type="checkbox"/> outdoor activities (except when conditions pose a health risk as defined by local health officials).	<input type="checkbox"/>
3	D.04	X	X	X	X	X	Opportunities for children to interact with children of various ages.	<input type="checkbox"/>
3	D.05	X	X	X	X	X	Children revisiting experiences and materials over periods of days, weeks, and months.	<input type="checkbox"/>
3	D.10			X	X	X	Teachers organizing time and space on a daily basis to allow children to work or play <input type="checkbox"/> individually and <input type="checkbox"/> in pairs, <input type="checkbox"/> to come together in small groups, and <input type="checkbox"/> to engage as a whole group.	<input type="checkbox"/>
3	D.11			X	X	X	Opportunities for children to engage in group projects and learn from one another.	<input type="checkbox"/>
3	E.00	X	X	X	X	X	Responding to Children’s Interests and Needs	
3	E.01	X	X	X	X	X	Teaching staff reorganizing the environment when necessary to help children explore new concepts and topics, sustain their activities, and extend their learning.	<input type="checkbox"/>
3	E.03	X	X	X	X	X	Teachers using children’s interest in and curiosity about the world to engage them with new content and developmental skills.	<input type="checkbox"/>
3	E.04	X	X	X	X	X	Teachers using their knowledge of individual children to modify strategies and materials to enhance children’s learning.	<input type="checkbox"/>

Classroom Portfolio Checklist

#	**	U	I	T	P	K	Classroom Portfolio should include evidence of:	Evidence compiled
3	E.05		X				Teachers using the needs and interests of infants to influence schedules, routines, and learning experiences.	<input type="checkbox"/>
3	E.08			X	X	X	Teachers using their knowledge of children's <input type="checkbox"/> social relationships, <input type="checkbox"/> interests, <input type="checkbox"/> ideas, and <input type="checkbox"/> skills to tailor learning opportunities for groups and individuals.	<input type="checkbox"/>
3	F.00	X	X	X	X	X	Making Learning Meaningful for All Children	
3	F.01	X	X	X	X	X	Teachers using curriculum in all content and development areas as a flexible framework for teaching to support daily plans and learning experiences	<input type="checkbox"/>
3	F.02	X	X	X	X	X	Play planned for each day.	<input type="checkbox"/>
3	F.06	X	X	X	X	X	Opportunities for children to engage in classroom experiences with members of their families.	<input type="checkbox"/>
3	G.00	X	X	X	X	X	Using Instruction to Deepen Children's Understanding and Build Their Skills and Knowledge	
3	G.01	X	X	X	X	X	Teachers having and using a variety of teaching strategies that include a broad range of approaches and responses.	<input type="checkbox"/>
3	G.02	X	X	X	X	X	Teachers using multiple sources (including results of informal and formal assessments, as well as children's initiations, questions, interests, and misunderstandings) to <input type="checkbox"/> identify what children have learned. <input type="checkbox"/> adapt curriculum and teaching to meet children's needs and interests. <input type="checkbox"/> foster children's curiosity. <input type="checkbox"/> extend children's engagement. <input type="checkbox"/> support self-initiated learning.	<input type="checkbox"/>
3	G.03	X	X	X	X	X	Teachers <input type="checkbox"/> using their knowledge of children's abilities to fine-tune their teaching support as children learn and acquire new skills and <input type="checkbox"/> adjusting challenges as children gain competence and understanding.	<input type="checkbox"/>
3	G.08			X	X	X	Teachers helping children identify and use prior knowledge and providing experiences that extend and challenge children's current understandings.	<input type="checkbox"/>
3	G.09			X	X	X	Teachers engaging in collaborative inquiry with <input type="checkbox"/> individual children and <input type="checkbox"/> small groups of children.	<input type="checkbox"/>
3	G.11			X	X	X	Teachers breaking different components of a task into meaningful and achievable parts.	<input type="checkbox"/>
3	G.12			X	X	X	Teachers promoting children's engagement and learning by <input type="checkbox"/> responding to their need for and interest in practicing emerging skills. <input type="checkbox"/> enhancing and expanding activities children choose to engage in repeatedly.	<input type="checkbox"/>
3	G.13				X	X	Teachers promoting children's engagement and learning by guiding them in acquiring specific skills and explicitly teaching those skills.	<input type="checkbox"/>
3	G.14				X	X	Teachers creating experiences that engage children in purposeful and meaningful learning related to key curriculum concepts that demonstrate the teachers' knowledge of content and developmental areas.	<input type="checkbox"/>
4	B.00	X	X	X	X	X	Using Appropriate Assessment Methods	

#	**	U	I	T	P	K	Classroom Portfolio should include evidence of:	Evidence compiled
4	B.05	X	X	X	X	X	Staff-developed assessment methods that are <ul style="list-style-type: none"> ▪ aligned with curriculum goals. ▪ providing an accurate picture of all children’s abilities and progress. ▪ appropriate and valid for their stated purposes. ▪ providing meaningful and stable results for all learners, including English-language learners and children with special needs. ▪ providing teachers with clear ideas for curriculum development and daily planning. ▪ regularly reviewed to be certain that they are providing the needed information. 	<input type="checkbox"/>
4	D.00	X	X	X	X	X	Adapting Curriculum, Individualizing Teaching, and Informing Program Development	
4	D.01	X	X	X	X	X	Teachers observing and assessing children’s strengths, interests and needs on an ongoing basis to inform classroom instruction	<input type="checkbox"/>
4	D.03	X	X	X	X	X	Teachers interacting with children to assess their strengths and needs to inform curriculum development and individualize teaching.	<input type="checkbox"/>
6	A.00	X	X	X	X	X	Preparation, Knowledge, and Skills of Teaching Staff	
6	A.07	X	X	X	X	X	Teaching staff adapting their teaching in response to children’s differences.	<input type="checkbox"/>
8	B.00	X	X	X	X	X	Linking with the Community	
8	B.01	X	X	X	X	X	Program staff using their knowledge of the community and the families it serves as an integral part of the curriculum and children’s learning experiences.	<input type="checkbox"/>
9	A.00	X	X	X	X	X	Indoor and Outdoor Equipment, Materials, and Furnishings	
9	A.07	X	X	X	X	X	<input type="checkbox"/> Materials organized and grouped on low open shelves <input type="checkbox"/> Materials rotated and adapted to promote learning and extend play opportunities	<input type="checkbox"/>

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