

# ACEI SELF ASSESSMENT TOOL

ADAPTED FROM THE

## GLOBAL GUIDELINES FOR THE EDUCATION AND CARE OF YOUNG CHILDREN

### ENVIRONMENT AND PHYSICAL SPACE

The young child's learning environment must be physically and psychologically safe. Physical safety includes the need to protect the child from health hazards that prohibit the child's ability to learn and develop. The need to address the child's psychological safety implies that the overall environment should instill a sense of belonging and well-being for all children. The physical space should be organized to provide a variety of learning experiences for all children of different races, gender, ethnicity, or special needs. Resources within this environment should reflect the cultural experiences and traditions of the children and families using the setting. Overall, this safe environment should empower the child by providing opportunities for exploration, play, and practicing life skills.

#### Subcategory: Environment and Physical Space

1. The environment and physical space are free from hazards, including unsafe equipment, pollution, and violence.

Classroom Examples: \_\_\_\_\_  
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<input type="radio"/> inadequate
<input type="radio"/> minimum
<input type="radio"/> adequate
<input type="radio"/> good
<input type="radio"/> excellent
<input type="radio"/> not applicable

2a. The environment provides basic sanitation, safe and nutritious food, potable water and adequate ventilation.

Classroom Examples: \_\_\_\_\_  
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\_\_\_\_\_  
\_\_\_\_\_

<input type="radio"/> inadequate
<input type="radio"/> minimum
<input type="radio"/> adequate
<input type="radio"/> good
<input type="radio"/> excellent
<input type="radio"/> not applicable

2b. The environment promotes good health practices. (e.g. personal hygiene including washing of hands).

Classroom Examples: \_\_\_\_\_  
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## Comments:

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3. The environment provides children with a sense of well-being, belonging, security, and freedom from fear.

Classroom Examples: \_\_\_\_\_

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<input type="radio"/> inadequate
<input type="radio"/> minimum
<input type="radio"/> adequate
<input type="radio"/> good
<input type="radio"/> excellent
<input type="radio"/> not applicable

4. Equipment and the physical structure are regularly maintained and cleaned.

Classroom Examples: \_\_\_\_\_

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<input type="radio"/> inadequate
<input type="radio"/> minimum
<input type="radio"/> adequate
<input type="radio"/> good
<input type="radio"/> excellent
<input type="radio"/> not applicable

## Comments:

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**Subcategory: Developmentally Stimulating Environment**

1. There are opportunities for frequent and positive child-child and child-adult interactions.

Classroom Examples: \_\_\_\_\_  
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- inadequate
- minimum
- adequate
- good
- excellent
- not applicable

2. The environment stimulates children to play, explore, and discover.

Classroom Examples: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- inadequate
- minimum
- adequate
- good
- excellent
- not applicable

3. There are opportunities for children to engage in active play.

Classroom Examples: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- inadequate
- minimum
- adequate
- good
- excellent
- not applicable

4. The environment is aesthetically pleasing and attractive to children. There are a variety of colors, textures, surfaces, and visual dimensions.

Classroom Examples: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- inadequate
- minimum
- adequate
- good
- excellent
- not applicable

**Comments:**

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5. There is a variety of materials that promote problem solving, critical thinking, and creativity for children with different talents and abilities.

Classroom Examples: \_\_\_\_\_  
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- inadequate
- minimum
- adequate
- good
- excellent
- not applicable

6. Outdoor play equipment and space provide a variety of movement possibilities.

Classroom Examples: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- inadequate
- minimum
- adequate
- good
- excellent
- not applicable

7. The environment contains opportunities for the creation and extension of play, such as constructions, gardening, natural habitats, and walking paths.

Classroom Examples: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- inadequate
- minimum
- adequate
- good
- excellent
- not applicable

8. There are resources reflective of the local environment for children to use, including readily available natural materials. (\*\* Please give examples.)

Classroom Examples: \_\_\_\_\_  
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\_\_\_\_\_  
\_\_\_\_\_

- inadequate
- minimum
- adequate
- good
- excellent
- not applicable

**Comments:**

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9. The space is effectively organized so that materials for play and artistic expression are readily accessible to the children.

Classroom Examples: \_\_\_\_\_  
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\_\_\_\_\_  
\_\_\_\_\_

- inadequate
- minimum
- adequate
- good
- excellent
- not applicable

10a. The indoor environment contains materials for children to construct their own play things.

Classroom Examples: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- inadequate
- minimum
- adequate
- good
- excellent
- not applicable

10b. The outdoor environment contains safe materials for children to construct their own play things.

Classroom Examples: \_\_\_\_\_  
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\_\_\_\_\_  
\_\_\_\_\_

10c. Children co-participate in the creation and organization of an evolving environment. (\*\* Please give examples.)

Classroom Examples: \_\_\_\_\_  
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**Comments:**

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# CURRICULUM CONTENT AND PEDAGOGY

Early childhood curriculum includes experiences, routines, and interactions that occur in each child's day in group settings and in family care. Curriculum is a plan that reflects the educational philosophy and provides guidelines for educators and caregivers and the interactions between adults and children who carry out the plan. The child is at the heart of the curriculum. All children are competent and their learning must be rooted in experiences appropriate to their developmental levels and cultures. A quality early childhood curriculum is focused on the whole child and considers physical, cognitive, linguistic, creative, and social and emotional growth. The ultimate goal of an early childhood curriculum is to produce more competent, caring, and empathic world citizens.

## **Subcategory: The Curriculum**

1. A curriculum plan exists for fostering children's learning.

Classroom Examples: \_\_\_\_\_  
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\_\_\_\_\_  
\_\_\_\_\_

<input type="radio"/> inadequate
<input type="radio"/> minimum
<input type="radio"/> adequate
<input type="radio"/> good
<input type="radio"/> excellent
<input type="radio"/> not applicable

2. Flexible, comprehensive plans that are oriented to the children, family, and cultural contexts are implemented.

Classroom Examples: \_\_\_\_\_  
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<input type="radio"/> inadequate
<input type="radio"/> minimum
<input type="radio"/> adequate
<input type="radio"/> good
<input type="radio"/> excellent
<input type="radio"/> not applicable

## **Comments:**

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**Subcategory: The Content of the Curriculum**

1. The curriculum gives children the opportunity to master information and practice the skills that they need in order to function effectively in society. (\*\* Please give examples.)

Classroom Examples: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- inadequate
- minimum
- adequate
- good
- excellent
- not applicable

2a. The curriculum emphasizes content that is connected to real world experiences, values, hopes, dreams, and expectations of families and communities.

Classroom Examples: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- inadequate
- minimum
- adequate
- good
- excellent
- not applicable

2b. The children are active contributors in planning the curriculum. (\*\* Please give examples.)

Classroom Examples: \_\_\_\_\_  
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**Comments:**

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**Subcategory: Pedagogical Methods**

1. Educators/caregivers develop a supportive teaching and caring relationship with children.

Classroom Examples: \_\_\_\_\_  
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- inadequate
- minimum
- adequate
- good
- excellent
- not applicable

2. Educators/caregivers possess a basic understanding of pedagogical principles that provide guidelines for practice.

Classroom Examples: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- inadequate
- minimum
- adequate
- good
- excellent
- not applicable

3. Educators/caregivers have an expansive repertoire of methods upon which they can draw to recognize the children’s own learning strategies and support the learning of the child.

Classroom Examples: \_\_\_\_\_  
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- inadequate
- minimum
- adequate
- good
- excellent
- not applicable

**Comments:**

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**Subcategory: Learning Materials**

1. Educators/caregivers use local and natural materials as resources for teaching and learning. (\*\*Please give examples.)

Classroom Examples: \_\_\_\_\_  
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<input type="radio"/> inadequate
<input type="radio"/> minimum
<input type="radio"/> adequate
<input type="radio"/> good
<input type="radio"/> excellent
<input type="radio"/> not applicable

2. Adequate curriculum materials and equipment are provided that are appropriate to children’s special needs and that maintain the integrity of their own culture, such as art, music, dance, and drama.

Classroom Examples: \_\_\_\_\_  
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<input type="radio"/> inadequate
<input type="radio"/> minimum
<input type="radio"/> adequate
<input type="radio"/> good
<input type="radio"/> excellent
<input type="radio"/> not applicable

**Comments:**

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**Subcategory: Assessment of Children's Progress**

1a. Each child's strengths and assets are recognized and individual progress is monitored. (\*\*Please give examples.)

Classroom Examples: \_\_\_\_\_  
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\_\_\_\_\_  
\_\_\_\_\_

- inadequate
- minimum
- adequate
- good
- excellent
- not applicable

1b. Individual progress is shared with parents and families in appropriate ways. (\*\*Please give examples.)

Classroom Examples: \_\_\_\_\_  
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\_\_\_\_\_

2a. The children are engaged in self-evaluation. (\*\*Please give examples.)

Classroom Examples: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- inadequate
- minimum
- adequate
- good
- excellent
- not applicable

2b. The children's learning is evaluated not only in terms of knowledge, but also in terms of their learning processes and performance. (\*\*Please give examples.)

Classroom Examples: \_\_\_\_\_  
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## Comments:

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### **Subcategory: Evaluation of Programs**

1. The program is evaluated regularly, using criteria that consider the overall contributions and relevance of the program to children and society. (\*\*Please give examples.)

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\_\_\_\_\_

<input type="radio"/> inadequate
<input type="radio"/> minimum
<input type="radio"/> adequate
<input type="radio"/> good
<input type="radio"/> excellent
<input type="radio"/> not applicable

2. The program is comprehensively and continuously evaluated in terms of its attainment of local, regional, national, and international standards for excellence in the care and education of young children.

Classroom Examples: \_\_\_\_\_  
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\_\_\_\_\_

<input type="radio"/> inadequate
<input type="radio"/> minimum
<input type="radio"/> adequate
<input type="radio"/> good
<input type="radio"/> excellent
<input type="radio"/> not applicable

## Comments:

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4. Program policies provide support for families either directly or through links with other community resources.

Classroom Examples: \_\_\_\_\_  
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- inadequate
- minimum
- adequate
- good
- excellent
- not applicable

**Comments:**

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**Subcategory: Communication with Families**

1. There are ongoing discussions and conferences between educators/ caregivers and families concerning children’s progress and other issues of concern to individual families in a language understood by parents.

Classroom Examples: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- inadequate
- minimum
- adequate
- good
- excellent
- not applicable

**Comments:**

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**Subcategory: Training and Education Policies**

1. Guidelines are established for parent participation and involvement in the setting.

Classroom Examples: \_\_\_\_\_  
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- inadequate
- minimum
- adequate
- good
- excellent
- not applicable

2. Information is made available to parents on aspects of child development and learning.

Classroom Examples: \_\_\_\_\_  
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\_\_\_\_\_  
\_\_\_\_\_

- inadequate
- minimum
- adequate
- good
- excellent
- not applicable

3. Materials and/or information sessions that are suitable for the community culture and geographical location are made available to parents.

Classroom Examples: \_\_\_\_\_  
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\_\_\_\_\_  
\_\_\_\_\_

- inadequate
- minimum
- adequate
- good
- excellent
- not applicable

**Comments:**

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**Subcategory: Recognition of Diversity**

1. The setting exhibits respect, tolerance, and acceptance of all forms of diversity, including culture, ethnicity, age, language, religion, gender, social economic status, family composition, and special needs.

Classroom Examples: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- inadequate
- minimum
- adequate
- good
- excellent
- not applicable

2. Opportunities are provided for ongoing training of educators and caregivers to enhance knowledge and understanding about issues of diversity.

Classroom Examples: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- inadequate
- minimum
- adequate
- good
- excellent
- not applicable

3. Materials and strategies ensure participation and engagement offamilies with diverse characteristics (e.g. cultural, linguistic, racial, or socioeconomic).

Classroom Examples: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- inadequate
- minimum
- adequate
- good
- excellent
- not applicable

**Comments:**

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# YOUNG CHILDREN WITH SPECIAL NEEDS

Children with special needs are those with impairments, disabilities, illnesses, risks associated with developmental delay, or exceptional abilities/talents. In order to develop to their potential, these children require support services beyond those that are considered sufficient for the development for their same-age peers. The special needs may be due to a wide variety of factors. Children’s special needs may range from those requiring minimal attention to those requiring minimal to those requiring extensive modifications and/or services. The concept of special needs is socially constructed and, because each society is unique, each will develop a meaningful concept of special needs, identify gaps in services, and develop a plan for attendant services provisions.

## **Subcategory: Access and Equity of Services**

1. Both female and male children have equal access and equity in types and levels of support.

Classroom Examples: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- inadequate
- minimum
- adequate
- good
- excellent
- not applicable

2. Children from low-income groups have access and equity similar to that of high-income groups.

Classroom Examples: \_\_\_\_\_  
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- inadequate
- minimum
- adequate
- good
- excellent
- not applicable

## **Comments:**

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**Subcategory: Services Delivery**

1. Services are delivered to the greatest extent possible within an inclusive environment of special needs children and non-special needs children.

Classroom Examples: \_\_\_\_\_  
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- inadequate
- minimum
- adequate
- good
- excellent
- not applicable

2. Families of children with special needs are involved in decision-making, planning, delivery, and assessment of services.

Classroom Examples: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- inadequate
- minimum
- adequate
- good
- excellent
- not applicable

3. To the maximum extent possible, the child with special needs is actively included in the activities of the center community.

Classroom Examples: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- inadequate
- minimum
- adequate
- good
- excellent
- not applicable

**Comments:**

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**Subcategory: Responsiveness to Individual Needs**

1. Staff and service providers demonstrate awareness, knowledge, and understanding of the developmental, cultural, religious, and gender variables associated with the special needs children they serve.

Classroom Examples: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- inadequate
- minimum
- adequate
- good
- excellent
- not applicable

2. Staff and service providers facilitate acceptance and inclusion of all children, regardless of differences in developmental level, culture, religion, or gender.

Classroom Examples: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- inadequate
- minimum
- adequate
- good
- excellent
- not applicable

3. Advocacy for programs and services for all children with special needs is pursued.

Classroom Examples: \_\_\_\_\_  
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- inadequate
- minimum
- adequate
- good
- excellent
- not applicable

**Comments:**

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