

# **INSTRUCTIONS FOR USING THE ACEI GLOBAL GUIDELINES SELF ASSESSMENT TOOL**

## **Adapted from the GLOBAL GUIDELINES FOR THE EDUCATION AND CARE OF YOUNG CHILDREN**

### **INTRODUCTION**

This Self-Assessment Tool was designed to enable early childhood education and care sites to assess and evaluate their program using basic guidelines for quality. The Self-Assessment Tool was first drafted and piloted in Chile and the United States in 2000. Subsequently, the instrument was piloted again in Nigeria, Botswana, China, and additional sites in the United States in 2001.

A working group of 15 Early Childhood educators met at the Association for Childhood Education International's (ACEI) Annual International Conference in San Diego, California in April, 2002 to refine and improve the instrument. The Self-Assessment Tool revisions were circulated to the working group after the conference for further feedback and editing. ACEI is now making the instrument available for dissemination and use.

### **INSTRUCTIONS FOR USE**

ACEI is very interested in receiving information on assessment results gained from using the Self-Assessment Tool. We have provided space for participants to provide classroom examples and comments. On some items, information has been specifically requested. We would like to use the information gathered to share with ACEI members and global members of the early childhood community.

There are five categories in the instrument: Environment and Physical Space; Curriculum Content and Pedagogy; Early Childhood Educators and Caregivers; Young Children with Special Needs; and Partnership with Families and Communities. The staff members conducting the self-assessment should read the overview for each category and then rate the items in each subcategory with one of the six levels provided. Any examples or comments should be noted before moving to the next item. (Some centers may choose to complete the instrument during more than one session.)

In the event you are willing to participate in establishing reliability and validity for the instrument and its use in your centers, please also complete the steps described below.

### **OBTAINING RELIABILITY AND VALIDITY FOR THE GLOBAL GUIDELINES SELF-ASSESSMENT TOOL**

You can help demonstrate the reliability (consistency of results) and the validity (content that is relevant) when you administer the Global Guidelines Self-Assessment Tool if you will follow the directions on this form. You do not need to do this with all of your center classrooms, just with a small percentage (10-25%). However, your help in collecting information on reliability and validity will support efforts to make this assessment tool used more widely.

### For Reliability:

1. Select a sample of classrooms
2. Get permission from directors and teachers to participate in using the Global Guidelines Self-Assessment Tool.
3. From those that agree, randomly select 10 to 25% of those classrooms to participate in the reliability check. (Note: If there are fewer than 10 classrooms, have all of them participate.)
4. Give them the directions below to establish reliability.

### Conduct the Assessment

1. Identify at least 2 people to do the assessment together. (e.g., Director and teacher, teacher and teacher assistant; teacher and trained parent)
2. Each person should tour the site briefly before beginning the assessment.
3. Read the assessment document together and talk about any statements that are unclear. If you clarify the instrument, write down the additions you made on the form.
4. At the same time, walk around the classroom and outdoor play environment together and rate each dimension on the assessment form provided. (DO NOT DISCUSS YOUR RATINGS WHILE YOU ARE RECORDING THEM.)
5. As you rate, write down comments that reflect why you rated as you did. Take 15-30 minutes to complete the assessment form.
6. Send a copy of both coders' rating sheets with other assessment documents.

### For Validity:

By sending all of your comments that support your ratings, you will provide information that helps us to find out if the content areas in the assessment tool are really measuring the content areas.

### COMPLETED ASSESSMENTS

Sent a copy of the completed instrument for each center assessed. Please include the name and address of the site, names of assessment participants, and contact person with name, address, and E-mail address.

All completed assessments including documents used to establish reliability and validity should be sent to:

**Sue C. Wortham Ph.D.**  
**2600 FM 3237**  
**Wimberley, TX 78676**  
**USA**

Copies of the Self Assessment Tool may be made without permission. If there are questions about using the Self-Assessment Tool, please contact Sue Wortham at:

[swortham@wimberley-tx.com](mailto:swortham@wimberley-tx.com)

**Participants who complete the assessment process and submit  
the requested information are eligible to be awarded a  
Certificate of Completion from ACEI.**