

Chicago: Ready to Learn! Preschool for All (Ages 3 to 5)
School Proposal Review Rubric
Population to be Served

Proposal name _____
Proposal # _____
Reader # _____

Criteria	Not Qualified	Qualified	Highly Qualified
<p>Population to be Served:</p> <p>Criteria and indicators for identifying children and families who are eligible for the program are clearly established and likely to target those children and families most in need of services, .</p> <p><u>Includes:</u></p> <ul style="list-style-type: none"> • <u>Needs Assessment Sheet</u> • <u>Recruitment, Selection, Enrollment and Attendance Form</u> <p style="text-align: center; margin-top: 20px;">Total of 10 points possible</p>	<p>Proposal does not describe criteria and indicators or the description does not seem likely to ensure that it will:</p> <ol style="list-style-type: none"> a. Identify children and families who are at-risk and/or meet the income guidelines, and b. Target those children and families most in need of services. <p>Proposal does not describe procedures to be used to include a parent interview as part of selection and enrollment.</p>	<p>Proposal adequately describes criteria and indicators that will:</p> <ol style="list-style-type: none"> a. Identify children and families who are at-risk and/or meet the income guidelines, and b. Prioritize those children and families most in need of services. <p>Proposal adequately describes procedures to be used to include a parent interview as part of selection and enrollment that is conducted in the parents' home/native language, if necessary and obtains a summary of the family income, child's health history and social development.</p>	<p>Proposal fully describes criteria and indicators that have a strong likelihood of ensuring the program will:</p> <ol style="list-style-type: none"> a. Identify children and families who are at-risk and/or meet the income guidelines, and b. Prioritize those children and families most in need of services. <p>Proposal provides a detailed description of procedures to be used to identify need, including a parent interview as part of selection and enrollment process that is conducted in the parents' home/native language, if necessary, and includes:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Child's Health History, including prenatal history <input type="checkbox"/> Child's Social Development <input type="checkbox"/> Parent's Education Level <input type="checkbox"/> Parent's Employment <input type="checkbox"/> Family Income <input type="checkbox"/> Parent's Age <input type="checkbox"/> Marital Status <input type="checkbox"/> Living Arrangements <input type="checkbox"/> Number of Children in the Household <input type="checkbox"/> Number of School-aged Siblings experiencing academic difficulty

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	<p>Proposal does not describe a plan to recruit the population to be served by the preschool educational program or plan is inadequate:</p> <p>Proposal does not indicate geographic area to be served.</p> <p>Proposal does not indicate the estimated number of children to be enrolled in the preschool educational program.</p> <p>Proposal is serving children with Preschool For All funds who do not qualify as at-risk or whose families do not meet the income guidelines.</p> <p align="center">Possible score: 0-3</p>	<p>Proposal describes an adequate plan to recruit the population to be served by the preschool educational program.</p> <p>Proposal adequately describes geographic area to be served.</p> <p>Proposal indicates the estimated number of children to be enrolled in the preschool educational program and a mechanism of monitoring attendance.</p> <p>Proposal does not specify that <u>all</u> children served by CPS Preschool For All funds will qualify as at-risk</p> <p align="center">Possible score: 4-6</p>	<p>Proposal describes outreach strategies that will ensure the maximum enrollment of eligible children 3-5 year olds to be served by the preschool educational program, and a mechanism for prioritizing the most at-risk families.</p> <p>Proposal provides a description of the geographic area to be served, including description of need in the target community.</p> <p>Proposal indicates that the maximum number of children will be enrolled in the preschool educational program and a mechanism for retaining children's regular attendance.</p> <p>Children proposed to be served by CPS Preschool For All funds for this proposal are:</p> <ol style="list-style-type: none"> a. at-risk of academic failure, or b. their families meet the income guidelines. <p align="center">Possible score: 7-10</p>

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Include comments that validate the score you have awarded this proposal.

SPECIAL NOTATIONS

STRENGTHS

CONCERNS

Total Points _____

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Quality of Proposed Program

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Criteria	Not Qualified	Qualified	Highly Qualified
<p>Quality of Proposed Program:</p> <p>The proposed program and activities will sufficiently meet the identified needs of the population to be served and include child and parent activities designed to enhance child development and parent effectiveness and, ultimately, school readiness.</p> <p>Includes:</p> <ul style="list-style-type: none"> • <u>Proposed Program Model</u> • <u>Curriculum for Classroom</u> • <u>Screening, Assessment, and Differentiated Instruction</u> • <u>Children with Disabilities</u> • <u>Parent Engagement & Support</u> • <u>Community Partnerships</u> • <u>Transitions</u> <p>Total of 70 points possible</p>	<p><u>Proposed Program Model</u></p> <p>Proposal does not describe the population to be served.</p> <p>Proposal does not indicate that the staff-child ratio will not exceed one adult to 10 children and that no more than 20 children will be served in a single classroom.</p> <p>Proposal does not describe the schedule for the preschool educational program.</p>	<p><u>Proposed Program Model</u></p> <p>Proposal adequately indicates school/center-based programming, ensuring services are relevant and accessible to the community being served using strategies for serving high-need communities.</p> <p>Staff-child ratio does not exceed one adult to 10 children, no more than 20 children are served in a single classroom and the maximum number of children is served in each classroom (20; 17 if blended with Head Start).</p> <p>Proposal adequately describes the schedule for the preschool educational program:</p> <ul style="list-style-type: none"> ▪ at least 2 hours and 35minutes per day; ▪ class meets 5 days per week ▪ scheduled in such a way that children can become absorbed in their learning experiences without being interrupted and provides a balance of: <ul style="list-style-type: none"> ➢ large, small-group, and individual activities, along with time and space allocated for gross motor activities ➢ minimum time wasted waiting in line, for group snack, etc. ➢ Children are read to every day 	<p><u>Proposed Program Model</u></p> <p>Proposal provides a detailed description of a school/center-based programming designed to meet individual family need, ensuring services are relevant and accessible to the community being served, using innovative strategies for serving high-need communities.</p> <p>Proposal appropriately uses data to describe need in the community intended to be served.</p> <p>Staff-child ratio does not exceed one adult to 10 children, no more than 20 children are served in a single classroom and the maximum number of children is served in each classroom (20; 17 if blended with Head Start).</p> <p>Proposal provides a detailed description of the schedule for the preschool educational program:</p> <ul style="list-style-type: none"> ▪ at least 2 hrs 35 min per day for Preschool for All funded programs, 3hrs for Head Start program; ▪ class meets 5 days per week; ▪ scheduled in such a way that children can become absorbed in their learning experiences without being interrupted and provides a balance of: <ul style="list-style-type: none"> ➢ teacher-directed and meaningful child-initiated activities, ➢ active and quiet activities, ➢ independent and guided activities

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<p>Examples of evidence-based curricula that are aligned with Illinois Early Learning Standards:</p> <ul style="list-style-type: none"> • Creative Curriculum for Preschool • Exploration with Young Children: A Curriculum Guide from the Bank Street College of Education • High/Scope Preschool Curriculum 	<p align="center"><u>Curriculum for Classroom</u></p> <p>Proposal does not indicate that school readiness goals have been developed.</p> <p>Proposal does not indicate that a research-based curriculum will be implemented.</p>	<p align="center"><u>Curriculum for Classroom</u></p> <p>Proposal provides an adequate description of a process by which school readiness goals will be developed.</p> <p>Proposal adequately describes how the services are aligned with the Illinois Early Learning Standards.</p>	<ul style="list-style-type: none"> ➤ large, small-group, and individual activities, along with time and space allocated for gross motor activities ➤ minimum time wasted waiting in line, for group snack, etc. ➤ Children are read to every day ➤ Staff facilitate children’s engagement with their environment to encourage child-initiated learning that is not dependent on the adult’s presence. <p>Proposal indicates other funding sources that will supplement the CPS funds provided to enhance the quality of instruction.</p> <p align="center"><u>Curriculum for Classroom</u></p> <p>Proposal provides a detailed description of a process by which school readiness goals will be developed in partnership with parents.</p> <p>Proposal carefully details how the instruction will be aligned with the Illinois Early Learning Standards and Head Start Standards (if applicable).</p>

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	<p>Proposal does not discuss how instruction will be aligned with the Illinois Early Learning Standards.</p> <p>Proposal fails to adequately describe how preschool curriculum addresses required domains:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Visual-motor <input type="checkbox"/> Language development <input type="checkbox"/> Fine and gross motor development <input type="checkbox"/> Health and nutrition <input type="checkbox"/> Emotional development <input type="checkbox"/> Social skills <input type="checkbox"/> Cognitive development <p>Proposal does not adequately describe a language and literacy development program for all children based on each child's individual assessment.</p>	<p>Proposal indicates that a research-based curriculum will be implemented and that the school readiness goals will be used to guide instruction.</p> <p>Proposal indicates that instruction will be aligned with the Illinois Early Learning Standards.</p> <p>Proposal adequately describes how preschool curriculum will include integrated learning addressing the required domains:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Visual-motor <input type="checkbox"/> Language development <input type="checkbox"/> Fine and gross motor development <input type="checkbox"/> Health and nutrition <input type="checkbox"/> Emotional development <input type="checkbox"/> Social skills <input type="checkbox"/> Cognitive development: <ul style="list-style-type: none"> <input type="checkbox"/> Language Arts* <input type="checkbox"/> Mathematics* <input type="checkbox"/> Science* <input type="checkbox"/> Social Science* <input type="checkbox"/> Fine Arts* <p align="right">*Illinois Early Learning Standards</p> <p>Proposal adequately describes language and literacy development program for all children based on each child's individual assessment.</p>	<p>Proposal details a research-based curriculum and any other supplemental materials aligned with the Illinois Early Learning Standards and the Common Core Curriculum that reflects a balance of all areas of learning offered in an integrated manner and reflecting the holistic nature of learning, including the required domains.</p> <p>Proposal provides a detailed description of how a research-based curriculum will be implemented to support children in achieving school readiness goals and language and literacy development, based on each child's individual assessment, including:</p> <ul style="list-style-type: none"> ▪ Varied teaching strategies are planned, depending on the developmental levels and unique needs of children. ▪ A positive, responsive, and caring environment promotes the interaction of children with materials, other children and adults. ▪ Recommended practices are used to teach/promote whatever skills are necessary for children to function more completely, competently, adaptively, and independently in the child's natural environment;

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IEP – Individualized Education Program	<p><u>Screening, Assessment, and Differentiated Instruction</u></p> <p>Proposal does not indicate a plan for ensuring children will be screened within 45 calendar days of enrollment.</p> <p>Proposal does not indicate that Preschool for All program teacher(s) will be included in screening process.</p> <p>Proposal does not describe the method or sources of information that will be used to regularly monitor children’s development to inform instruction.</p> <p>Proposal does not describe how the child’s development will be communicated to parents.</p> <p>Proposal does not indicate that written parental permission for the screening will be obtained.</p> <p>Proposal description fails to show that the education program is developmentally appropriate for each child:</p> <ul style="list-style-type: none"> ▪ individual assessment profile to ensure individual needs are met is not included; and/or ▪ ongoing assessment practices are not appropriate. 	<p><u>Screening, Assessment, and Differentiated Instruction</u></p> <p>Proposal describes a plan for ensuring children will be screened within 45 calendar days of enrollment.</p> <p>Proposal describes adequate procedures to include Preschool for All Teacher(s) in screening process and make results available to them.</p> <p>Proposal adequately describes both the methods and the sources of information that will be used to regularly monitor children’s development to inform instruction.</p> <p>Proposal adequately describes how the program will communicate with parents about their child’s development.</p> <p>Proposal indicates that written parental permission for the screening will be obtained.</p> <p>Proposal adequately describes how the educational program is developmentally appropriate for each child:</p> <ul style="list-style-type: none"> ▪ ensures that curriculum meets individual needs; 	<p><u>Screening, Assessment, and Differentiated Instruction</u></p> <p>Proposal describes a detailed, well-developed plan that has a high likelihood of ensuring children will be screened for developmental delays, vision and hearing screens within 45 calendar days of enrollment.</p> <p>Proposal indicates that Preschool for All Teacher(s) is/are involved in all aspects of the screening process.</p> <p>Proposal describes in detail how children’s development will be regularly monitored to inform instruction using multiple sources, including</p> <ul style="list-style-type: none"> ➤ a broad-based general assessment tool approved by CPS; ➤ a research-based tool approved by CPS to periodically perform developmental screening for all children covering all areas of development; <p>Proposal describes in detail how the program will communicate on a regular basis with parents about their child’s development and involve parents in instructional decisions.</p> <p>Proposal indicates that written parental permission for the screening will be obtained.</p>

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	<p>Insufficient evidence that efforts to share student progress plans regularly with parents is included.</p>	<ul style="list-style-type: none"> ▪ ongoing assessment practices include developmental checklists, portfolio collections or narrative summary reports. <p>Student progress plans are regularly shared with parents.</p>	<p>Proposal provides a detailed description of how the educational program is developmentally appropriate for each child, including those with IEP's:</p> <ul style="list-style-type: none"> ▪ ensures that curriculum, classroom materials and equipment are appropriate to the developmental levels and unique needs of the children; ▪ ongoing authentic assessment uses observation, developmental checklists, collections of children's work, and narrative summary reports. <p>Student progress plans are developed to be reflective of the Illinois Early Learning Standards and are a part of regular, sustained communication between home and school.</p>
	<p><u>Children with Disabilities</u></p> <p>Insufficient evidence that children will be identified and evaluated for special needs services. No communication with parents is described.</p> <p>Insufficient evidence that provisions will be made to allow participation of children with disabilities in the program.</p>	<p><u>Children with Disabilities</u></p> <p>Proposal identifies a plan for identifying children with developmental delays using screenings.</p> <p>Proposal adequately describes support for families in ensuring evaluations are completed.</p>	<p><u>Children with Disabilities</u></p> <p>Proposal describes a plan for identifying children with developmental delays that includes screenings, observations, and parent concerns.</p> <p>Proposal describes robust methods of supporting families through the referral and evaluation process, and ensuring that special education services are identified and received, if appropriate.</p>

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	<p align="center"><u>Parent Engagement & Support</u></p> <p>Proposal fails to describe the activities that will be provided and no curricula is identified to ensure the following areas are addressed:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Communication between home and the program will be regular, two-way and meaningful; <input type="checkbox"/> Parenting skills will be promoted and supported; <input type="checkbox"/> Parents will play an integral role in student learning; <input type="checkbox"/> Parents will be welcome in the program and their support and involvement will be sought; and 	<p align="center"><u>Parent Engagement & Support</u></p> <p>Proposal adequately describes how parent education and involvement activities will be provided to ensure the following areas are addressed and includes a schedule for the activities proposed:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Communication between home and the program will be regular, two-way and meaningful; <input type="checkbox"/> Parenting skills will be promoted and supported; <input type="checkbox"/> Parents will play an integral role in student learning; <input type="checkbox"/> Parents/Families will be welcome in the program and their support and involvement will be sought; and 	<p>Proposal provides a detailed description of how children with IEPs are included in the preschool educational program, including communication with parents, therapists, and other individuals to ensure that students are well-served and needs are met.</p> <p>Proposal describes how accommodations in curriculum, instruction, and supports can be accommodated for children with IEPs.</p> <p align="center"><u>Parent Engagement & Support</u></p> <p>Proposal identifies an evidence-based curriculum for parent (or family) engagement and/or materials to be used to support activities.</p> <p>Proposal describes a schedule of comprehensive and integrated activities that ensure the following areas are addressed:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Communication between home and the program includes one-on-one conferences between teachers and parents/families, home visits if appropriate, regular progress reports and accommodates varied schedules of parents and language barriers;

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	<input type="checkbox"/> Parents are full partners in the decisions that affect children and families.	<input type="checkbox"/> Parents are full partners in the decisions that affect children and families.	<input type="checkbox"/> Parenting skills will be promoted and parent education will include developmentally appropriate practices and multiple strategies modeled for parents to support their children’s development; <input type="checkbox"/> Activities to assist parents in playing an integral role in student learning include parent-child activities that focus on teaching parents new ways of supporting and enhancing their children’s development, “at-home” activities, multiple parent education opportunities, and strategies to engage parents in their child’s education; <input type="checkbox"/> Parents, both mother and father and other caregivers, will be welcome in the program and encouraged to observe their children, participate with children in group activities, and volunteer in the classroom and other areas of the program; <input type="checkbox"/> Parents/Families will be included in the development and implementation of program activities, assisted in becoming advocates for their children and encouraged to form parent advisory committees or other parent groups so that they are full partners in the decisions that affect children and families. <input type="checkbox"/> All activities will be culturally relevant and support engagement across cultures.

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<p><u>Community Partnerships</u></p> <p>Examples of community programs include, but are not limited to:</p> <ul style="list-style-type: none"> • Health and Human Services programs targeting young children and their families i.e. Healthy Families Illinois, KidCare, WIC • Family Child Care • Prevention Initiative • Head Start • Early Head Start • Even Start Family Literacy • Early Intervention Child and Family Connections • Early Childhood Special Education • Public and private community-based early care and education programs i.e. child care centers, nursery schools, library programs, park district programs, church-based programs • Title I • Bilingual Education • Health and family support services 	<p><u>Community Partnerships</u></p> <p>Proposal provides insufficient evidence of coordination with other initiatives and other early childhood programs operating in area:</p> <ol style="list-style-type: none"> a. plans are insufficient to meet the comprehensive needs of children; b. inadequate or insufficient awareness of programs and resources in the community. 	<p><u>Community Partnerships</u></p> <p>Proposal adequately describes coordination with other CPS initiatives and other early childhood/human service programs operating in area, including:</p> <ol style="list-style-type: none"> a. plans to combine the preschool educational program with available full-day or year-round early education and care services, if appropriate; b. ensure collaboration with other early childhood programs in the community to avoid duplication of services; and c. awareness of other relevant services in the community to provide referrals. 	<p><u>Community Partnerships</u></p> <p>Proposal provides a detailed description of organizations identified as partners, along with the school’s active role in community and system planning, ongoing collaborative relationships with family support, health and human service programs, educational initiatives and other early childhood programs operating in area, including:</p> <ol style="list-style-type: none"> a. established collaboration in place to combine the preschool educational program with available full-day or year-round early education and care services, if appropriate, avoid duplication of services, and ensure maximum number of children in the community are served with quality programming; b. established partnership agreements with local entities or collaborations to ensure that the comprehensive needs of the family and children are met; c. established collaboration with special education services to serve eligible children; d. established support mechanisms that demonstrates respect for individual needs and an understanding of the impact of the children’s home, community and cultural experiences on their development and learning.

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	<p><u>Transitions</u></p> <p>Proposal has inadequate or minimal procedures to transition children both into and out of the program, and between program options.</p> <p>Proposal does not provide support to transition children and families into kindergarten.</p> <p align="center">Possible Score: 0-16</p>	<p><u>Transitions</u></p> <p>Proposal demonstrates transition procedures to enroll children into and out of the program and provides policies to ensure that children are transitioned between program options.</p> <p>Proposal demonstrates an awareness of programs serving birth to three year olds in the community.</p> <p>Proposal adequately demonstrates procedure for transitioning children into kindergarten, including family communication.</p> <p align="center">Possible Score: 17-42</p>	<p><u>Transitions</u></p> <p>Proposal describes robust and supportive transition procedures to ensure that children successfully enter the program, and provides written, age-appropriate policies and procedures to ensure that children are transitioned between program options and out of the program, if exited before kindergarten.</p> <p>Proposal provides details on collaboration with programs serving birth to three year olds, to ensure that families are aware of and supported in their transition into the program.</p> <p>Written procedures are provided to transition children into kindergarten, providing support to the family and collaboration with kindergarten classrooms, when available.</p> <p align="center">Possible Score: 43-70</p>

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SPECIAL NOTATIONS

STRENGTHS

CONCERNS

Total Points _____

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Monitoring, Quality Assurance, and Professional Development

Proposal name _____
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Criteria	No Qualified	Qualified	Highly Qualified
<p><u>Monitoring, Quality Assurance, and Professional Development</u></p> <p>Program has evidence-based mechanisms to ensure on-going evaluation of service delivery, including the quality of classroom instruction and informed professional development.</p> <p><u>Includes:</u></p> <ul style="list-style-type: none"> • <u>Quality Monitoring</u> • <u>Professional Development</u> <p>Total of 20 points possible</p>	<p style="text-align: center;"><u>Quality Monitoring</u></p> <p>Proposal describes an inadequate plan for an ongoing evaluation of program and staff which:</p> <ol style="list-style-type: none"> a. does not monitor alignment with Illinois Early Learning Standards and Head Start standards (if appropriate). b. Does not monitoring measurable outcomes to determine the progress of children and families. c. Does not offer a formal process by which the results of the evaluation are used to inform continuous program improvement 	<p style="text-align: center;"><u>Quality Monitoring</u></p> <p>Proposal describes plan for an ongoing evaluation of program and staff which:</p> <ol style="list-style-type: none"> a. determines whether successful implementation of the program model and curriculum are being achieved, including alignment with Illinois Early Learning Standards and Head Start standards (if appropriate). b. uses on-going monitoring and measurable outcomes to determine the progress that children and families are making toward developed goals. c. has a formal process by which the results of the evaluation are used to inform continuous program improvement. 	<p style="text-align: center;"><u>Quality Monitoring</u></p> <p>The evaluation strategies include measurable outcomes for children and families that are designed to effectively gauge the success of the program and yield sufficient data that can be used to improve the program.</p> <p>Proposal describes a well-detailed and thorough plan for a rigorous, objective, ongoing evaluation of program and staff which:</p> <ol style="list-style-type: none"> a. ensures successful implementation of the program model and curriculum are being achieved, including alignment with Illinois Early Learning Standards and Head Start standards (if appropriate), using results of the review to make appropriate programmatic or classroom changes; b. has a meaningful and robust process through which

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			<p>continuous program improvement in instruction, environment, family engagement, and other elements is informed.</p> <p>c. uses on-going monitoring and measurable outcomes to determine the progress that children and families are making toward developed goals and regularly monitors children’s development using appropriate screening and authentic assessment, driving data-informed instruction; and</p> <p>d. has a formal process by which the results of the evaluation are used to inform continuous program improvement.</p> <p>e. Ensure that all standards are being met, including health and safety standards for young children, through data-driven evaluation of programs.</p>
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	<p><u>Professional Development</u></p> <p>Evidence of certification status is available for CPS employed staff.</p> <p>Program staff are inexperienced with early childhood practices.</p> <p>Inadequate plan for continuing professional development is provided.</p> <p>Professional development is not data-informed, collaborative, or individualized.</p> <p>Possible Score: 0-6</p>	<p><u>Professional Development</u></p> <p>Evidence of certification status is available for CPS employed staff.</p> <p>All program staff are knowledgeable about high-quality early childhood programs.</p> <p>Evidence is provided that staff encouraged in continuous program improvement.</p> <p>A adequate plan for continuing professional development that accounts for the cultural and linguistic background of families.</p> <p>Adequate support from school leadership to ensure professional goals appropriate for practice improvement.</p> <p>Possible Score: 7-13</p>	<p><u>Professional Development</u></p> <p>Evidence of certification status is available for CPS employed staff. Administrator and all program staff are knowledgeable about high-quality early childhood programs.</p> <p>Evidence is provided that staff are offered opportunities and resources to share and consult with others regularly for the purpose of continuous program improvement.</p> <p>Appropriate plan for continuing professional development that is informed by observations and evaluations of the classroom environment and practices, takes into account an analysis of children’s progress while in the program and their cultural/linguistic background.</p> <p>Demonstration of on-going work between school leadership and teaching staff to ensure professional goals are appropriate and adequately working on professional practice improvement.</p> <p>Alignment of professional development to school’s K-8 professional development plan.</p>
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			Possible Score: 14-20
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Total Points_____