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| **CPC Elements** | **Gates Foundation 15 elements** |
| Effective Learning Experiences   * Head Teachers and classroom teachers are certified teachers with a B.A. * Assistants have an associate’s degree, 60 credit hours, or a CDA * Max preschool class size 17 * Adult: child ratio 2:17 * Minimum of two teaching staff per classroom * Instructional balance of teacher-directed and child-initiated activities at a ratio of at least 65/35 * Classroom Activity Report (CAR) assesses classroom instruction throughout the year * Classroom Learning Activities Checklist assesses task orientation in the classroom * Opportunity for full-day prek and kindergarten | Education and compensation   * Teachers earn a B.A. * Teachers are compensated at the same level as K-3 teachers |
| Adult-child ratios   * Max class size 22 * Adult:child ratio from 2:15 to 2:22 |
| Two adults in the classroom   * preK programs have 2 adults in classroom – 1 lead teacher and one paraprofessional or aide |
| Teacher-child interactions focused on learning   * Teachers use structured activities and play |
| Formative assessments   * Classroom-based assessments * Designed to help teachers and administrators improve outcomes |
|  | Learning Time   * 6-6.5 hours/day, 180 -205 days/year |
| Parent Involvement and Engagement   * Provide opportunities for families of all backgrounds * Parent Involvement Plan is based on a family needs assessment * Parent resource room in the center or school * Home school agreement * 2.5 hours per week of involvement at school, home * Parent resource teacher and SCR outreach worker | Support for Dual Language Learners   * Bilingual teachers and specialists |
| Support for students with special needs |
| Aligned Curriculum and Practices   * Aligned curriculum from preschool-3rd grade * Curriculum is supported by ongoing assessment of child progress * Annual curriculum plan addresses language-literacy, math, science, and socio-emotional learning * Use of evidence-based curriculum * Curriculum plan is aligned to state and national standards * Leadership team regularly participates in grade-level and across-grade meetings throughout the year | Age-appropriate learning standards   * Goals for academic and social-emotional learning align with the expectations of kindergarten and beyond |
| Proven curriculum   * Research-based curriculum * Aligned with cognitive and social-emotional goals and teachers’ professional development |
| Data-driven decision making   * Cycle of continuous improvement   PreK program uses data to inform action  and improve outcomes for children |
| Professional Development   * Teachers and staff participate in professional development modules and take part in online activities * Teachers and staff meet at least 2x/year to review ways to support their instruction in the classroom via coaching and in-classroom supports | Professional development   * Ongoing coaching focused on improving teacher-child interactions |
| Collaborative Leadership Team (CLT)   * The CLT includes the Principal, Assistant Principal, Head Teacher (or Director), Parent Resource Teacher, School-Community Representative, Parent Liaison, Curriculum Alignment Liaison * Under the direction of the Head Teacher, the site Leadership Team meets regularly | Integrated systems   * Learning goals, curriculum, professional development, formative assessments, and data are tied together and are mutually reinforcing |
| Strong leadership   * Educators create a culture of high expectations, public commitment, and communicate importance of quality to parents |
| Continuity and stability   * Leadership team works together to achieve at least 80% retention of students each year * Through policy and practice reforms, students are assured continued enrollment in the program through at least 3rd grade in the same school | Public commitment   * Support from elected officials, courts, policy environment to sustain public commitment to high-quality preK |