

United Methodist Association of Preschools

Accreditation Standards

Part D: Curriculum and Classroom Criteria

Criteria for Toddlers

Section 1: General Classroom and Playground Observations

- D 1.1 UMAP Gold Seal staff/child ratio of 1 to 5 is met
* This standard will be rated met (2) or not met (0).
- D 1.2 Each classroom shall have lesson plans and goals posted within the classroom. Lesson plans and goals shall be age appropriate and must address the following domains: Social and Emotional, Fine Motor, Gross Motor, Cognitive, Creative, Spiritual, Discovery, Language and Literacy. A schedule or calendar is not an acceptable substitute.
- D 1.3 Each classroom shall have schedules posted. Schedules should include large group time, small groups, outdoor time, center time, music and movement and should provide for the entire days activities.
- D 1.4 The physical environment is inviting and enriched with print. Labels are used to define spaces and identify things. Labels with pictures are used when appropriate.
- D 1.5 Centers are clearly defined and organized. There are clearly defined traffic areas and a large group area. Each classroom has a designated cozy area for children.
- D 1.6 Every classroom has a library area with adequate and age appropriate books for each child. Books should be in good condition and represent both real life and fantasy. Christian books must also be offered.
- D 1.7 Furniture is of appropriate size, clean and in good repair. Cabinets are secured to the walls when necessary.
- D 1.8 Cleaning supplies are kept out of the reach of children per requirements of your local license agency.
- D 1.9 Playground is safe and includes opportunities for pushing, pulling, climbing, crawling, pedaling, throwing, catching, sand play, balancing, running, quiet place.
- D 1.10 Staff interact with the children on the playground, and plan activities that children may choose (such as painting with water, games, music, gardening, bubbles, washing dolls and clothes, etc.)

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D 1.11 The diaper/ changing area is never located near the food preparation areas.

D 1.12 Changing tables are sanitized after each use.

D 1.13 Staff checks diapers regularly and changes wet or soiled diapers/clothing immediately.

D 1.14 Every diaper changing area has a lidded, foot-pedal operated, plastic lined trash receptacle.

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Section 2: Staff Interactions

- D 2.1 Program staff treats toddlers with respect. Keep in mind “Do unto others as you would have them do unto you.”
- D 2.2 Program staff show God’s love through words and actions.
- D 2.3 Program staff use positive discipline to teach toddlers right from wrong, which behaviors are acceptable and which are not and how to respect the rights of others. Discipline is never punishment. Discipline is teaching, done positively and with respect and is appropriate to the situation and age of the child.
- D 2.4 Program staff is aware that toddlers may display a variety of emotions. Staff help children deal with their emotions in supportive ways.
- D 2.5 Program staff interacts with toddlers in ways that are appropriate to their age. The staff speaks to toddlers directly and at their eye level.
- D 2.6 The program staff speaks with children in a friendly, positive and courteous manner.
- D 2.7 The program staff encourages children’s development of independent functioning as appropriate.
- D 2.8 The program staff does not use corporal punishment or humiliating or frightening discipline techniques. Food or beverage is never withheld as a form of discipline.
- D 2.9 Program staff builds a trusting relationship with each child that provides both emotional and physical security.
- D 2.10 Program staff model and encourage social behavior such as helping, sharing and cooperating.
- D 2.11 Program staff understands and respects the diversity of the children and their families. Each child and family is loved as a child of God.

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- D 2.12 The program staff is flexible enough to change planned or routine activities according to the needs and interests of the children.
- D 2.13 Routine tasks are incorporated into the program as a means of furthering children's learning, self-help, and social skills.
- D 2.14 Program staff is professional and respectful when communicating with families
- D 2.15 Program staff offer guidance and encourage communication during problem solving and conflict resolution.
- D 2.16 Teachers have written, clearly defined roles for individual children that as a guide for curriculum planning.

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The curriculum areas listed are to be included and visible in the activities, materials, and learning experiences in a program designed for Four-and-Five-year-old groups.

Section 3: Christian Education

D 3.1 Toddlers are encouraged to participate in Christian worship and music. List 2 examples.

D 3.2 Toddlers are given opportunities to experience prayer. List 2 examples.

D 3.3 Toddlers participate in a variety of Christian celebrations in the classroom.
List 2 examples.

D 3.4 Program staff helps toddlers to appreciate, show and understand God's love for all
God's creation. List 2 examples.

D 3.5 Toddlers broaden their experiences and build ideas, feelings, and understandings
related to the Christian faith through Bible stories, pictures, songs, Bible verses, and play
activities. List 2 examples.

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Section 4: Language, Communication and Emergent Literacy

D 4.1 Toddlers are given opportunities to listen to spoken word, through storytelling, audio books etc.) List 4 examples.

_____	_____
_____	_____

D 4.2 Toddlers are encouraged to use language to express their wants and needs. List 2 examples.

_____	_____
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D 4.3 Toddlers are exposed to a print rich environment. List 4 examples.

_____	_____
_____	_____

D 4.4 Toddlers are provided with activities that build vocabulary. List 4 examples.

_____	_____
_____	_____

D 4.5 Toddlers have an opportunity to see that pictures represent objects and events. List 4 examples.

_____	_____
_____	_____

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Section 5: Mathematical Readiness

D 5.1 Toddlers are introduced to numbers through finger-plays, songs and simple counting activities. List 2 examples:

D 5.2 Toddlers are introduced to shapes through finger-plays, songs and simple activities. List 2 examples:

D 5.3 Toddlers are introduced to sorting activities by color and size. List 2 examples:

Section 6: Science and Discovery

D 6.1 Toddlers are provided with tools and equipment to observe and explore the world around them. List 2 examples:

D 6.2 Evidence of a “hands-on” science program must be apparent. List 2 examples:

D 6.3 Toddlers are provided with opportunities to explore using their senses. List 2 examples:

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Section 7: Social Development

D 7.1 Toddlers are nurtured to develop relationships with others. List 2 examples:

D 7.2 Toddlers are provided with opportunities to establish routines both as a group and individually. List 2 examples:

D 7.3 Toddlers are provided with opportunities to develop problem solving skills. List 2 examples:

Section 8: Creative Expression

D 8.1 Artwork is displayed at children's height when possible—on backs of cupboards, teacher's desk, filing cabinets or low clothesline against the wall using clip clothespins

D 8.2 Toddlers are provided with a variety of materials to express their creativity in the following areas.

a) Art - List 4 examples.

b) Rhythmic activities – use of rhythm instruments, scarves, etc - List 4 examples.

c) Drama - List 4 examples.

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Section 9: Health, Safety and Nutrition

D 9.1 Toddlers are given opportunities to learn about nutrition. List 2 examples:

D 9.2 Toddlers participate in activities that promote safety. List 2 examples:

D 9.3 Toddlers participate in activities that promote good health. List 2 examples:

Section 10: Physical Development

D 10.1 Opportunities for gross motor development are presented daily and integrated in the lesson plans. List 2 examples:

D 10.2 Opportunities for fine motor development are presented daily and integrated in the lesson plans. List 2 examples:

D 10.3 Opportunities for children to become aware of body parts and the control of the body List 2 examples:

D 10.4 Opportunities for developing their five (5) senses List 2 examples:
