

United Methodist Association of Preschools

Accreditation Standards

Part D: Curriculum and Classroom Criteria

Criteria for Three year old children

Section 1: General Classroom and Playground Observations

- D 1.1 UMAP Accreditation Program staff/child ratio of 1 to 8 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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Section 2: Staff Interactions

- D 2.1 Program staff treats children 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 children 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 The program staff speaks with children in a friendly, positive and courteous manner.
- D 2.5 The program staff encourages children’s development of independent functioning as appropriate.
- D 2.6 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 2.7 Program staff is aware that children may display a variety of emotions. Staff helps children deal with their emotions in supportive ways.
- D 2.8 Program staff interacts with children in ways that are appropriate to their age. The staff speaks to children directly and at their eye level.
- 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(ren) of God.
- D 2.12 The program staff is flexible enough to change planned or routine activities according to the needs and interests of the children.

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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 encourages 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 three year old groups.

Section 3: Christian Education

D 3.1 Children have opportunities to experience God's love and forgiveness through teachers and the church as the community of faith. List 2 examples.

D 3.2 Children are given opportunities to experience the creative power of God as they discover the world God created. List 2 examples.

D 3.3 Children are encouraged to participate in Christian worship and music. List 2 examples.

D 3.4 Children participate in a variety of Christian celebrations in the classroom. List 2 examples.

D 3.5 Program staff helps children to appreciate, show and understand God's love for all God's creation, including people of different cultures, races and religions. List 2 examples.

D 3.6 Children 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 Children are given opportunities to listen to spoken word, through storytelling, audio books etc.) List 4 examples.

_____	_____
_____	_____

D 4.2 Children are provided with materials and activities that encourage them to engage in conversations. List 4 examples.

_____	_____
_____	_____

D 4.3 Children are given opportunities to explore and develop phonological skills. List 4 examples:

_____	_____
_____	_____

D 4.4 Children are exposed to a print rich environment. List 4 examples.

_____	_____
_____	_____

D 4.5 Children are provided with activities that build vocabulary. List 4 examples.

_____	_____
_____	_____

D 4.6 Children have an opportunity to see and hear their words (dictation, recording, etc). List 4 examples.

_____	_____
_____	_____

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Section 5: Mathematical Readiness

D 5.1 Manipulative materials for teaching concepts relating to number and size relationships are available to children and integrated into the lesson plans.

List 4 examples:

D 5.2 Mathematical Readiness activities are available to the children and integrated into the lesson plans. List 2 examples:

a. Geometry – two dimensional shapes

b. Sorting and Classifying

c. Spatial Relations and positional words

d. Ordering and positioning numerals and objects

c. Comparing Quantities using length, weight and height

f. Duplicating Patterns

g. Counting (to 20), constructing and comparing sets.

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Section 6: Science and Discovery

D 6.1 Children are provided with tools and equipment to observe and explore.

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

a. Living things - List 2 examples

b. The earth and universe - List 2 examples

c. Magnification, and magnets - List 2 examples

d. Experiments relating to seasons, weather, etc. - List 2 examples

Section 7: Social Studies

D 7.1 Children are provided with opportunities to learn about their community.
List 2 examples

D 7.2 Children are provided with opportunities to learn about cultural diversity in their family and community. List 2 examples

B 7.3 Children are provided with opportunities to learn responsibility and take leadership roles.
List 2 examples

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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 Children 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) Musical Diversity - List 4 examples.

_____	_____
_____	_____

d) Drama - List 4 examples.

_____	_____
_____	_____

Section 9: Health, Safety and Nutrition

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

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

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

_____	_____
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Section 10: Physical Development

D 10.1 Opportunities for gross motor development are presented daily and integrated in the lesson plans. List 4 examples:

D 10.2 Opportunities for fine motor development are presented daily and integrated in the lesson plans. List 4 examples:

D 10.3 Opportunities for children to become aware of body parts and the control of the body List 4 examples:

D 10.4 Opportunities for developing their five (5) senses List 4 examples:
