



NAEYC Academy for Early Childhood Program Accreditation

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April 29, 2009

Audrey Ray, Assistant Director
Oneonta Montessori School (463520)
2221 Poplar Boulevard
Alhambra, California 91801

Dear Ms. Audrey Ray,

Congratulations! Your program has achieved accreditation by the National Association for the Education of Young Children. The administration, teaching staff, and families of **Oneonta Montessori School** are all to be congratulated for being one of the first programs in the country to earn the mark of quality represented by the reinvented NAEYC Accreditation system. On behalf of NAEYC, and specifically the NAEYC Academy for Early Childhood Program Accreditation, I commend your program's outstanding efforts in pursuing NAEYC Accreditation.

This letter includes information about the term of your NAEYC Accreditation as well as information about publicizing your accredited status. Attached to this letter you will find the Accreditation Decision Report that includes a summary of scores for each of the ten NAEYC Early Childhood Program Standards and suggestions for ongoing improvement by topic area based on the data collected during the site visit for use in your annual report.

Thank you for making the commitment to pursue NAEYC Accreditation. Working together, we can build public recognition and support for NAEYC Accreditation, the mark of quality in early childhood education and improve the lives of children and families across this nation. Now that you have achieved this mark of quality we look forward to continuing to work with you throughout your accreditation term in a process of continuous improvement, the hallmark of any accreditation system.

Sincerely,

Stephanie Olmore
Director, Program Assessment & Compliance
NAEYC Academy for Early Childhood Program Accreditation

cc: Fiona Emersley, Director

TERM OF NAEYC ACCREDITATION

Your NAEYC Accreditation will be granted on April 30, 2009 and is valid until April 30 2014.

1. RELATIONSHIPS

The NAEYC Academy commends your program for promoting positive relationships among all children and adults to encourage each child's sense of individual worth and belonging as part of a community and to foster each child's ability to contribute as a responsible community member.

Positive relationships are essential for developing personal responsibility and the capacity for self-regulation, for enabling constructive interactions with others, and for fostering academic functioning and mastery. Warm, sensitive, and responsive interactions help children develop a secure, positive sense of self and encourage them to cooperate with and respect others. Positive relationships also help children gain the benefits of instructional experiences and resources. Children who see themselves as highly valued are more likely to feel secure, thrive physically, get along with others, learn well, and feel part of a community.

2. CURRICULUM

The NAEYC Academy commends your program for implementing a curriculum that is consistent with its goals for children and promotes learning and development in each of the following areas: social, emotional, physical, language and cognitive.

A curriculum that draws on research assists teachers in identifying important concepts and skills as well as effective methods for fostering children's learning and development. When informed by teachers' knowledge of individual children, a well-articulated curriculum guides teachers so they can plan learning experiences that foster children's growth across a broad range of developmental and content areas. A curriculum also helps ensure that the teacher is intentional in planning a daily schedule that (a) maximizes children's acquisition of desired knowledge and skills through the effective use of time and materials and (b) offers opportunities for children to learn through play and structured activities individually and in groups according to their developmental needs and interests.

3. TEACHING

The Academy commends your program for using developmentally, culturally and linguistically appropriate and effective teaching approaches that enhance each child's learning and development in the context of the program's curriculum goals.

Teaching staff who purposefully use multiple instructional approaches optimize children's opportunities for learning. These approaches include strategies that range from structured to unstructured and from adult-directed to child-directed. Children bring to learning environments different backgrounds, interests, experiences, learning styles, needs and capacities. Teachers' consideration of these differences when selecting and implementing instructional approaches helps all children succeed. Instructional approaches also differ in their effectiveness for teaching different elements of curriculum and learning. For a program to address the complexity inherent in any teaching-learning situation, it must use a variety of effective instructional approaches. Whether one teacher works alone or whether a team works together, the instructional approach creates a teaching environment that supports children's positive learning and development across all areas.

4. ASSESSMENT OF CHILD PROGRESS

The NAEYC Academy commends your program for using ongoing, systematic, formal and informal assessment approaches to provide information on children's learning and development. These assessments occur within the context of reciprocal communications with families and with sensitivity to the cultural contexts in which children develop. Assessment results are used to benefit children by informing sound decisions about children, teaching, and program improvement.

Teachers' knowledge of each child helps them to plan appropriately challenging curricula and to tailor instruction that responds to each child's strengths and needs. Further, systematic assessment is essential for identifying children who may benefit from more intensive instruction or intervention or who may need additional developmental evaluation. This information ensures that the program meets its goals for children's learning and developmental progress and also informs program improvement efforts.

5. HEALTH

The NAEYC Academy commends your program for promoting the nutrition and health of children and protecting children and staff from illness and injury.

To benefit from education and maintain quality of life, children need to be as healthy as possible. Health is a state of complete physical, oral, mental, and social well-being and not merely the absence of disease or infirmity. Children depend on adults to make healthy choices for them and to teach them to make healthy choices for themselves. Although some degree of risk taking is desirable for learning, a quality program prevents hazardous practices and environments that are likely to result in adverse consequences for children, staff, families, or communities.

6. TEACHERS

The NAEYC Academy commends your program for employing and supporting a teaching staff that has the educational qualifications, knowledge, and professional commitment necessary to promote children's learning and development and to support families' diverse needs and interests.

The NAEYC Academy commends your teachers and assistants who fully meet the criteria related to educational qualifications (6.A.04 and 6A.05) For those staff members who do not now fully meet the criteria, please encourage and provide support for staff to pursue ongoing training and education in the field of early childhood education and/or child development.

Children benefit most when their teachers have high levels of formal education and specialized early childhood professional preparation. Opportunities for teaching staff to receive supportive supervision and to participate in ongoing professional development ensure that their knowledge and skills reflect the profession's ever-changing knowledge base.

7. FAMILIES

The NAEYC Academy commends your program for the high level of compliance with this component. Recognizing the importance of a reciprocal relationship between families and programs is essential to ensure that programs are meeting the needs of the children and families that the program serves.

Young children's learning and development are integrally connected to their families. Consequently, to support and promote children's optimal learning and development, programs need to recognize the primacy of children's families; establish relationships with families based on mutual trust and respect;; support and involve families in their children's educational growth; and invite families to fully participate in the program.

8. COMMUNITY RELATIONSHIPS

The NAEYC Academy commends your program for effectively establishing and maintaining reciprocal relationships with agencies and institutions that can support it in achieving its goals for the curriculum, health promotion, children's transitions, inclusion, and diversity.

As part of the fabric of children's communities, an effective program establishes and maintains reciprocal relationships with agencies and institutions that can support it in achieving its goals for the curriculum, health promotion, children's transitions, inclusion, and diversity. By helping to connect families with needed resources, the program furthers children's healthy development and learning.

9. PHYSICAL ENVIRONMENT

The NAEYC Academy commends your program for creating an environment, both indoors and outdoors that fosters the growth and development of the children.

The program’s design and maintenance of its physical environment support high-quality program activities and services as well as allow for optimal use and operation. Well-organized, equipped, and maintained environments support program quality by fostering the learning, comfort, health, and safety of those who use the program. Program quality is enhanced by also creating a welcoming and accessible setting for children, families, and staff.

10. LEADERSHIP AND MANAGEMENT

The NAEYC Academy commends your program for administering a program efficiently and effectively, ensuring that all staff, children, and families are included. The way in which a program is administered will affect all of the interactions within the program.

Excellent programming requires effective governance structures, competent and knowledgeable leadership, as well as comprehensive and well-functioning administrative policies, procedures, and systems. Effective administration includes good communication among all involved persons, positive community relations, fiscal stability, and attention to the needs and working conditions of staff members. The program should be efficiently and effectively administered with attention to the needs and desires of children, families, and staff.

NAEYC ACCREDITATION DECISION REPORT
Oneonta Montessori School (463520)

Format of the Report

Summary: This table shows your program’s scores¹ for 1) each of the ten Program Standards, 2) each group observed during the site visit, 3) all required criteria, and 4) all Candidacy requirements. It also includes brief feedback on your Program Portfolio and Classroom Portfolio(s). To achieve NAEYC Accreditation, a program MUST:

- meet all Required Criteria; and
- meet at least 80% of assessed criteria for each program standard; and
- meet at least 70% of assessed criteria for each classroom/group observed; and continue to meet Candidacy requirements or be subject to further verification.

Areas For Ongoing Improvement By Program Standard: This section contains the Program Standards which met or exceeded the NAEYC Accreditation threshold of 80%. These contain topic areas for ongoing improvement.

	Summary		
	<u>Percentage of Met Criteria by Program Standard:</u>		<u>Percentage of Met Criteria for Each Classroom Observed:</u>
1. Relationships	100%	Ladybugs	97%
2. Curriculum	90%	Butterflies	95%
3. Teaching	95%		
4. Assessment of Child Progress	100%		
5. Health	80%*		
6. Teachers	100%*		

¹ Score includes credit given for meeting Emerging Criteria. Please note that even if your program scored 100% or better on a particular Program Standard, there still may be topic areas reported for ongoing improvements. This can occur because Emerging Criteria are given extra credit when scoring. Therefore, there could be unmet criteria in a particular topic area although the credit given for meeting the emerging criteria raised the Program Standard score to 100% or more.

Summary

7. Families	88%
8. Community Relationships	100%*
9. Physical Environment	91%
10. Leadership and Management	100%*

Summary of Required Criteria

1.B.09	Met
3.C.02	Met
3.C.04	Met
5.A.03	Met
5.A.12	Met
10.A.02	Met
10.B.04	Met

Candidacy Requirements

License/License Exempt Status	Met
Collaboration	Met
Administrator Qualifications	Met
Teacher Qualifications	Met
Assistant Teacher Qualifications	Met

Summary Continued

Program Portfolio Feedback

The NAEYC Academy notes that your Program Portfolio inadequately documents how the program's policies and procedures meet the NAEYC Accreditation Criteria assessed. It is strongly recommended that your program further develop this source of evidence with additional documentation that is clearly described, labeled, and organized.

Classroom Portfolio(s) Feedback

The NAEYC Academy notes that your Classroom Portfolio(s) offers adequate evidence for most of the NAEYC Accreditation Criteria assessed. However, it is recommended that your program further develop this source of evidence with additional documentation that is clearly described, labeled, and organized.

