

Developmental Support Framework

Self-Assessment Workbook for Child-Serving Programs

Designed for:

- Childcare Centers
- Montessori Programs
- After-School Programs
- Tutoring & Enrichment Programs
- ABA & Respite Programs
- Camps & Specialty Programs

How to Use This Workbook

1. Read all five descriptions carefully for each category.
2. Check the ONE statement that most closely reflects your current operational reality.
3. Record your score for each section in the box provided.
4. Add your total score at the end and reference the Score Interpretation Guide.

1. Curriculum Flexibility

<input type="checkbox"/>	Level 1 <i>Foundational</i>	Our curriculum follows largely uniform pacing and experiences with minimal developmental adaptation.	1 pt
<input type="checkbox"/>	Level 2 <i>Emerging</i>	Staff occasionally modify activities informally when developmental differences become visible.	2 pts
<input type="checkbox"/>	Level 3 <i>Developing</i>	Teachers regularly adapt pacing and activities for differing developmental needs with some planning support.	3 pts
<input type="checkbox"/>	Level 4 <i>Integrated</i>	Curriculum planning consistently incorporates flexibility, developmental observations, and individualized engagement strategies.	4 pts
<input type="checkbox"/>	Level 5 <i>Adaptive System</i>	Curriculum continuously evolves through observations, assessment insights, and collaborative developmental planning across teams.	5 pts
SECTION SCORE			<hr/>

2. Lesson Planning Adaptability

<input type="checkbox"/>	Level 1 <i>Foundational</i>	Lesson plans function primarily as fixed schedules with limited adjustment during implementation.	1 pt
<input type="checkbox"/>	Level 2 <i>Emerging</i>	Teachers occasionally adapt activities during the day based on classroom needs.	2 pts
<input type="checkbox"/>	Level 3 <i>Developing</i>	Lesson planning includes planned accommodations and flexible activity pathways.	3 pts
<input type="checkbox"/>	Level 4 <i>Integrated</i>	Lesson plans actively incorporate developmental observations, differentiated support strategies, and staff continuity.	4 pts
<input type="checkbox"/>	Level 5 <i>Adaptive System</i>	Planning systems continuously adjust through collaborative reflection, developmental data, and individualized child support workflows.	5 pts
SECTION SCORE			<hr/>

3. Observation & Documentation

<input type="checkbox"/>	Level 1 <i>Foundational</i>	Observations are informal, inconsistent, or primarily verbal.	1 pt
<input type="checkbox"/>	Level 2 <i>Emerging</i>	Staff document major developmental milestones or concerns periodically.	2 pts
<input type="checkbox"/>	Level 3 <i>Developing</i>	Observation systems support regular developmental notes, journals, or progress tracking.	3 pts
<input type="checkbox"/>	Level 4 <i>Integrated</i>	Documentation is organized consistently across classrooms and supports continuity between staff and families.	4 pts
<input type="checkbox"/>	Level 5 <i>Adaptive System</i>	Observations, journals, photos, developmental notes, and communication systems work together to create comprehensive developmental visibility.	5 pts
SECTION SCORE			<hr/>

4. Parent Communication & Visibility

<input type="checkbox"/>	Level 1 <i>Foundational</i>	Communication focuses primarily on attendance, scheduling, or basic daily updates.	1 pt
<input type="checkbox"/>	Level 2 <i>Emerging</i>	Teachers occasionally share developmental observations or classroom experiences with families.	2 pts
<input type="checkbox"/>	Level 3 <i>Developing</i>	Programs provide regular communication about developmental progress and participation.	3 pts
<input type="checkbox"/>	Level 4 <i>Integrated</i>	Families receive structured visibility into developmental experiences, goals, and classroom engagement.	4 pts
<input type="checkbox"/>	Level 5 <i>Adaptive System</i>	Communication systems provide ongoing developmental visibility that strengthens trust, engagement, and long-term family relationships.	5 pts
SECTION SCORE			<hr/>

5. Staff Coordination & Continuity

<input type="checkbox"/>	Level 1 <i>Foundational</i>	Developmental knowledge is largely dependent on individual staff memory.	1 pt
<input type="checkbox"/>	Level 2 <i>Emerging</i>	Teams share information informally during transitions or staff discussions.	2 pts
<input type="checkbox"/>	Level 3 <i>Developing</i>	Programs maintain some structured systems for sharing developmental observations and planning information.	3 pts
<input type="checkbox"/>	Level 4 <i>Integrated</i>	Developmental communication systems support continuity across classrooms, schedules, and staff members.	4 pts
<input type="checkbox"/>	Level 5 <i>Adaptive System</i>	Staff coordination systems create seamless developmental continuity through centralized communication, documentation, and planning workflows.	5 pts
SECTION SCORE			<hr/>

6. Individualized Support Readiness

<input type="checkbox"/>	Level 1 <i>Foundational</i>	Support strategies are largely reactive and situation-based.	1 pt
<input type="checkbox"/>	Level 2 <i>Emerging</i>	Staff recognize differing developmental needs but implementation varies between classrooms or instructors.	2 pts
<input type="checkbox"/>	Level 3 <i>Developing</i>	Programs incorporate individualized supports within many classroom and activity structures.	3 pts
<input type="checkbox"/>	Level 4 <i>Integrated</i>	Developmental support strategies are coordinated consistently across staff, classrooms, and program environments.	4 pts
<input type="checkbox"/>	Level 5 <i>Adaptive System</i>	The organization operates with highly responsive developmental support systems that continuously adapt to child needs and family communication.	5 pts
SECTION SCORE			<hr/>

7. Assessment Integration

<input type="checkbox"/>	Level 1 <i>Foundational</i>	Assessments operate separately from daily planning and classroom implementation.	1 pt
<input type="checkbox"/>	Level 2 <i>Emerging</i>	Staff occasionally reference assessment information when planning activities or interventions.	2 pts
<input type="checkbox"/>	Level 3 <i>Developing</i>	Assessment information regularly informs lesson planning and developmental support strategies.	3 pts
<input type="checkbox"/>	Level 4 <i>Integrated</i>	Formal assessments, observations, and documentation work together to support individualized developmental planning.	4 pts
<input type="checkbox"/>	Level 5 <i>Adaptive System</i>	Assessment systems continuously inform curriculum adaptation, individualized support, communication, and operational decision-making.	5 pts
SECTION SCORE			<hr/>

Total Program Score

Score Range	Program Stage	Total Score
7 – 14	Foundational	/ 40
15 – 21	Emerging	/ 40
22 – 28	Developing	/ 40
29 – 35	Integrated	/ 40
36 – 40	Adaptive System	/ 40

Score Interpretation Guide

Foundational (7–14)

Programs at this stage are beginning to establish consistent developmental visibility and support structures. Leadership teams often rely heavily on individual staff experience and informal communication practices.

Emerging (15–21)

Programs are building flexibility and communication practices while creating greater operational consistency across classrooms, staff, and family interactions.

Developing (22–28)

Programs are implementing structured developmental support systems across many operational areas, with increasing coordination between planning, communication, and documentation.

Integrated (29–35)

Developmental support systems are coordinated across curriculum, lesson planning, communication, observations, and operational workflows.

Adaptive System (36–40)

Programs operate with highly connected developmental support systems that continuously evolve through observation, collaboration, individualized responsiveness, and organizational alignment.

Leadership Reflection

Use the questions below to guide your team's conversation about developmental support priorities.

Which category scored highest?

Which category would create the greatest operational improvement if strengthened?

Where do developmental visibility gaps currently exist?

Which systems depend too heavily on individual staff members?

How consistently do families experience communication across classrooms?

How effectively are observations influencing planning and support decisions?

One Area to Strengthen This Quarter

Priority Focus Area:

First Operational Improvement Step:

Leadership Owner:

Target Timeline:

Empowering child-serving programs with the tools to grow.