

Implementation Development Map (IDM) and National Institute for Early Education Research (NIEER) Benchmarks Crosswalk

This crosswalk provides the overlap between the National Institute for Early Education Research (NIEER) Benchmarks and the [Implementation Development Map \(IDM\)](#), a tool for pre-K leaders to describe, assess, prioritize, plan, and measure implementation of state pre-K policies and infrastructure. It covers seven elements essential to equitable high-quality pre-K: Professional Development, Research-Based Curriculum, Formative Child Assessment, High-Quality Teaching, Data-Driven Decision-Making, Instructional Leadership, and Political Leadership. The IDM is a central tool in the Partnership for Pre-K Improvement (PPI) toolkit which can be accessed for free on <https://upk-improvement.org>. The intent of the crosswalk is to support deep continuous quality improvement for states looking to sustain and expand universal pre-K.

NIEER Benchmarks	Political Leadership (PL)	Workforce Development		Classroom Practice			Data-Driven Decision-Making (DDDM)
		Professional Development (PD)	Instructional Leadership (IL)	Research-Based Curriculum (RBC)	Formative Child Assessment (FCA)	High-Quality Teaching (HQT)	
Early learning and development standards				Indicator 2: Curriculum Resources Indicator 3: Curriculum Training (Infrastructure) Indicator 8: Curriculum Training (Implementation)	Indicator 1: FCA Requirements	Indicator 3: Learning and Development Standards	
Teachers have Bachelor's degree		Indicator 4: Workforce Development					
Teachers have specialized training in pre-K		Indicator 4: Workforce Development				Indicator 4: Early Childhood Education Credit Standards	
Assistant teachers have CDA or equivalent		Indicator 4: Workforce Development					
Professional development, coaching for staff	Indicator 1: Pre-K Office Leadership	Indicator 2: Ongoing PD, Requirements and Incentives Indicator 3: Job-Embedded PD Resources Indicator 7: Prevalnce of Job-Embedded PD	Indicator 2: Instructional Leadership Competencies and Credentials Indicator 3: Instructional Leadership Regulations Indicator 5: Instructional Leadership Supports	Indicator 2: Curriculum Resources Indicator 3: Curriculum Training (Infrastructure)	Indicator 10: Formative Child Assessment Training Indicator 11: Formative Child Assessment Supports	Indicator 6: HQT Supports	

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Class size of 20 students or lower						Indicator 2: High Quality Program Structures and Monitoring	
Staff-child ratio 1:10 or better						Indicator 2: High Quality Program Structures and Monitoring	
Vision, hearing and health screenings and referrals							
Curriculum supports				Indicator 1: Curriculum Policy Indicator 2: Curriculum Resources Indicator 3: Curriculum Training			
Continuous quality improvement system				Indicator 11: Curriculum Data Use	Indicator 9: FCA Program Use	Indicator 5: HQT Data	Indicator 1: Program Quality Assessment Indicator 3: Quality Rating and Improvement System Indicator 5: Access to High-Quality Data

NIEER Benchmarks		Political Leadership (PL)	Workforce Development		Classroom Practice			Data-Driven Decision-Making (DDDM)
NIEER Standards	Benchmark Description		Professional Development (PD)	Instructional Leadership (IL)	Research-Based Curriculum (RBC)	Formative Child Assessment (FCA)	High-Quality Teaching (HQT)	
Enabling Environment Creates the conditions for the development of high-quality programs								
Political will	The school's Board of Directors and Superintendent provide the supports to create, scale up, and adequately fund high-quality early education. Ex. Increases in funding, quality standards and enrollment are the strongest indicators.	Indicator 2. State Agency Level						
Strong vision and leadership	The district and/or school has a strong early learning vision and exerts effective leadership to make the vision a reality. Ex. The early learning vision is included in the district's/school's strategic plan and components include a well-designed early learning system with high expectations and district-level supports.	Indicator 1. Pre-K Office Leadership						
Program Policies Rigorous, articulated early learning policies								
Well-educated and well-compensated teachers	All lead pre-k teachers have at least a BA degree plus suitable credentials in early learning and are paid at the same level as K-12 teachers.		Indicator 4. Workforce Development	Indicator 2. Instructional Leadership Competenceis and Credentials			Indicator 4. ECE Credit Standards	
	All instructional assistants have a minimum of a child development associate (CDA) credential		Indicator 4. Workforce Development				Indicator 4. ECE Credit Standards	

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Maximum adult- child ratio of 1:10	All pre-k classrooms have a maximum of 20 children in each classroom and is maintained in policy and practice.						Indicator 2. High-Quality Program Structure and Monitoring	
Two + teaching staff in each classroom	All pre-k classrooms have a maximum of 10 children per teaching staff person and is maintained in policy and practice						Indicator 2. High-Quality Program Structure and Monitoring	
At least a full school day	Children are served a full school day (minimum 6 hours of instructional time) prekindergarten program.						Indicator 2. High-Quality Program Structure and Monitoring	
Appropriate early learning standards	The district has comprehensive learning standards that are age and developmentally appropriate.						Indicator 1. Core Competency Contents	
Effective curriculum	The school adopts and implements an evidence-based curriculum aligned with early learning standards, connected to a system of professional learning and supports.				Indicator 1. Curriculum Policy Indicator 2. Curriculum Resources			
Strong supports for children with special needs	Schools provide strong supports for children with special needs including an emphasis on inclusion.				Indicator 5. Curriculum Data Indicator 6. RBC Data Collection and use for Equity Goals	Indicator 2. FCA and special populations (DLLs and special needs)		
Dual language learning support	School has a well-developed strategy for educating multilingual learners that recognizes their unique needs and the importance of home language and culture.				Indicator 5. Curriculum Data Indicator 6. RBC Data Collection and use for Equity Goals	Indicator 2. FCA and special populations (DLLs and special needs) Indicator 7. FCA of Special populatios (DLLs and special needs)	Indicator 10. HQT and Home Language	
	The school strongly supports the implementation of this strategy with guidance, materials, and professional learning.				Indicator 8. Curriculum Training		Indicator 7. HQT Resources	

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Dual language learning support, cont.	Ex. Bilingual teachers lead classrooms where there is a dominant language other than English. Bilingual paraprofessionals also may be part of strong system of supports.							
Strong Program Practices Integrated continuous improvement system								
High quality teaching	Teachers consistently plan and execute developmentally appropriate instruction that supports high levels of child learning and development, as well as a love of learning, persistence, and strong sense of self-efficacy.							
Useful child assessments	Assessments are developmentally appropriate and aligned to early learning standards.					Indicator 1. FCA Requirements Indicator 3. FCA Resources Indicator 6. FCA Requirements Implementation		
	Assessments are used to inform teaching and learning.					Indicator 4. Formative Child Assessment Data Indicator 8. FCA Classroom Use Indicator 9. FCA Program Use		
	Assessments are used to inform teachers, leaders, and others who support child learning.							
	Ex. The district provides professional learning and other supports to ensure teachers and program leaders can use assessments to inform instructional practices.							

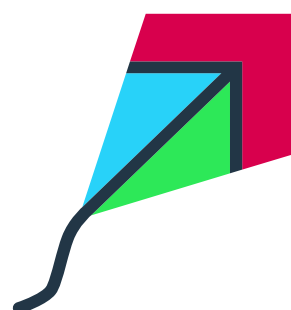
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Data driven decision-making	Data are collected and regularly used to inform practice and school improvement.			Indicator 7. IL Data Collection for Equity Goals	Indicator 6. RBC Data Collection and Use for Equity Goals	Indicator 5. FCA Data Collection for Equity Goals	Indicator 8. HQT Data Collection for Equity Goals	Indicator 8. Data Use Indicator 9. Data to Improve Equity
Professional learning (PL)	Formal and informal (e.g., peer mentoring) professional learning is sustained as part of a continuous improvement cycle with high expectations for early learning teachers.			Indicator 1. Instructional Leadership Policy Indicator 5. Instructional Leadership Support		Indicator 10. FCA Training Indicator 11. FCA supports		
Integrated systems	Policy and practice align standards, curriculum, professional learning, and assessment.			Indicator 1. Instructional Leadership Policy Indicator 7. Instructional Leadership, Data Collection for Equity		Indicator 1. FCA Requirements		Indicator 1: Program Quality Assessment Indicator 3: Quality Rating and Improvement System Indicator 5: Access to High-Quality Data

Acknowledgement

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**PARTNERSHIP
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IMPROVEMENT**

*PPI Toolkit: Building Equitable,
High Quality Pre-K Systems*

For more information, contact us at: ppitoolkitinfo@uw.edu

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