Program Guidelines for High Quality Early Education:

Birth through Kindergarten

3RD EDITION

ACKNOWLEDGEMENTS

In 1993, the State Board of Education's Early Childhood Advisory Council originally developed the early childhood guidelines with input from early childhood educators from local school systems, colleges, Head Start programs, and universities as well as business and community representatives throughout the state. We would like to acknowledge and thank the many early childhood professionals who contributed to the first and second editions of the Guidelines for Comprehensive Early Education Programs. Their hard work, vast knowledge, and expertise set the foundation for today's document.

As Arizona's early childhood education systems experienced significant changes, such as increased access to full-day kindergarten and the establishment of First Things First (FTF), it became clear that the current edition of the Guidelines for Comprehensive Early Education Programs required restructuring to meet the ever changing needs of our state's early childhood programs. Recognizing these changes, it became apparent that the scope of the guidelines needed to be expanded to effectively include the wide variety of early childhood programs serving children from infancy through kindergarten throughout the state. In a joint effort to create a more complete picture of quality early childhood programs, The Arizona Department of Education (ADE) and First Things First have established these Program Guidelines for High Quality Early Education: Birth through Kindergarten.

A core group of individuals worked diligently on this document, led by Mariko Whelan (ADE) and Allison Landy (FTF) in conjunction with the following individuals, Amy Corriveau, Terry Doolan, Alma Quintana, Valerie Andrews-James, and Holly Ford from ADE; Sandy Foreman and Kesara Vilay from FTF. We greatly appreciate their dedication to task, perseverance, and strict adherence to the highest standards for early childhood education.

Many early education leaders provided expertise and diverse perspectives in the development of this document by attending formal committees and public vetting sessions. The participants in these forums represent the many diverse stakeholders of the early childhood education community, including the following: early childhood teachers; kindergarten teachers and administrators from districts, and charters; Tribal communities; Head Start; Early Head Start; child care (both center and home based); Arizona Early Intervention Program; migrant early childhood programs; and career and technical high school early childhood education programs. It is through their collaborative commitment to promote early childhood development, provide exceptional, high quality opportunities for children, and enhance learning for every child in Arizona that has made this publication possible. We offer our sincerest thanks to all who generously gave their time and knowledge to the completion of these guidelines.

We offer a special thanks to Sunrise Preschools for sharing their program with us and providing the many smiling and engaged faces that are seen throughout this document.

Arizona Department of Education, Early Childhood Education

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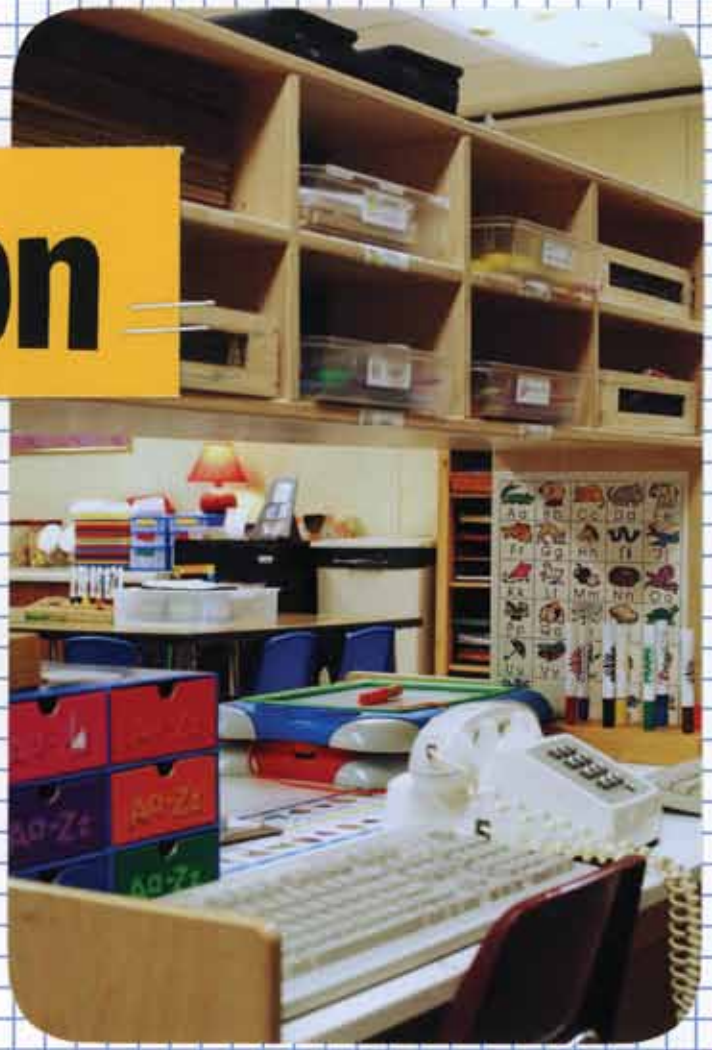
Introduction



Introduction

"…providing a quality education to all children is not just a moral obligation but an economic imperative. This is both the civil rights issue of our generation and the economic foundation of our future." - Arne Duncan – U.S. Secretary of Education (2009)

The Program Guidelines for High Quality Early Education: Birth through Kindergarten are not a list of requirements, but rather a set of recommended practices for programs to use as they strive for excellence in the care and education of young children throughout Arizona. This document is intended to provide guidance by delineating quality and providing a set of indicators that concretely describe what a program will look like when providing high quality early care and education for children birth through age six.

Quality early education helps prepare young children for success in school and later in life. Early learning experiences that help build resilience, social skills, and the ability to keep learning have current and future social and economic benefits for everyone - children, families, employers, and society as a whole. The success with which young children establish relationships with others will affect "whether they will walk pathways to competence or deviance as they move into the middle childhood and adolescent years" (National Research Council Institute of Medicine, 2000).

The relationship that exists between children and their caregivers has a profound impact on the way a child's brain develops. A secure attachment has a consistent and enduring influence on a young child's social and emotional development; fosters exploratory behavior which supports learning; sets the stage for developing positive, supportive relationships with others; and enables the child to have a more balanced self-concept. Current brain research shows that most of a child's brain is fully developed by age three. Brain development begins at birth as children engage in making sense of the world. These early years are times of intense intellectual engagement for children as they develop language, social interactions with others, physical and spatial reasoning, categorizing, and problem solving. As we continue to learn more about young children's capabilities and desires to learn, it is natural to want to provide environments that will support them in becoming competent children and, ultimately, adults.

Children who participate in high quality early education programs are exposed to academics in a way that nurtures the whole child and encourages them to engage in activities with responsive, nurturing adults who promote children's optimal development when they are not with their families. Historically, preschool programs and elementary education have remained separate for a variety of reasons including different funding sources, infrastructures, values, and traditions. Preschool has not typically been viewed as a part of public education for two primary reasons: (1) It is not universally funded by the public; and (2) It is not a mandated grade level. Due to the now-recognized importance of the role early care and preschool play in the education of our children, there is a critical need for high quality programs that provide children with the foundational skills and knowledge they need to be successful learners. There is also a greater need to strive for continuity and collaboration between early care and education programs,

kindergarten, and beyond. In the age of accountability that we find ourselves living, it is essential for children to have a strong foundation in which to build further learning and development. There are many factors that contribute to a high quality early care and education program. Some of these critical elements include:

- class or group size;
- child-adult ratios;
- curriculum;
- developmentally appropriate instructional strategies; and
- interactions and relationships between staff, children, and their families.

The level of staff preparedness and stability, the opportunity for on-going training, and the responsive supervision of staff play equally important roles in ensuring quality early learning experiences for children. These guidelines represent consensus on what constitutes quality in comprehensive early education programs.

Comprehensive Early Education Programs for Children and Families from Birth through Kindergarten

Research demonstrates that effective programs for young children meet the needs of both the child and his or her family in a comprehensive manner. Comprehensive programs engage families and support their understanding of children's unique learning styles and characteristics. Early childhood programs that fully include families provide guidance for building a common relationship that facilitates the child's development and promotes the goals shared by both the families and the early childhood programs.

High quality early education programs create an atmosphere that allows for engaging adult and child interactions and foster early learning by promoting children's initiative and inquiry. Comprehensive early education programs assess each child's individual growth and development, and then plan and implement the program to assist children in the context of their family and in environments that support their natural inclinations and abilities. Key components of a comprehensive program include:

- high quality environments
- developmentally appropriate, standards-based instructional strategies
- on-going assessment
- support for health and nutritional issues and related services
- providing opportunities for and promoting active family involvement in their child's early education program

The well-being of the child depends on the ability of the family to meet its own needs and maintain self-sufficiency. The staff members of an early education program develop a relationship with families, which includes providing appropriate information on community resources, social services and job training, and opportunities for parents to be involved in decisions about program operations.

School Readiness

In 2002, the National Education Goals Panel identified three components of school readiness: 1) readiness in the child; 2) the school's readiness for children; and 3) family and community supports and services that contribute to children's readiness. This document addresses all three readiness components in a comprehensive and integrated manner. Children are born ready to learn, and research indicates that children are better prepared for school and life success when supported in the following areas:

- physical well-being
- motor development
- social and emotional development
- language development; and
- cognition and general knowledge.
  (Child Trends Research Brief, 2001)

By incorporating the guidelines in this document, programs can ensure that children have access to the opportunities that promote school success, participate in programs that recognize and support individual differences, and experience reasonable and appropriate expectations of their capabilities. The Program Guidelines for High Quality Early Education: Birth through Kindergarten also includes guidance for schools and programs to be ready for children.

Finally, the Program Guidelines for High Quality Early Education: Birth through Kindergarten reflects the importance of family and community support to enhance children's readiness for learning. The guidelines and indicators encourage collaboration between schools, parents, caregivers, and communities to ensure children have healthy bodies and healthy minds, access to high quality and developmentally appropriate early education programs that are aligned with the Arizona Early Learning Standards and the Arizona Academic Standards for Kindergarten, and parents who are supported as their child's first and primary teacher with access to education, training, and other supports.

Creating a Quality Early Education Program

The Program Guidelines for High Quality Early Education: Birth through Kindergarten *are not intended* to be the only resource utilized when designing a quality program. Optimally, programs will access additional resources including the Department of Health Services (DHS) licensing regulations, the Arizona Early Learning Standards, the Arizona Academic Standards for Kindergarten, a self-study process, information or Quality First guidelines established by First Things First, and other published materials that cite indicators of quality in early education programs.

Kindergarten programs will want to take into consideration full-day kindergarten (FDK) opportunities versus half-day opportunities. Research about full-day kindergarten shows evidence that FDK may contribute to the narrowing of the achievement gap and overall ensures greater outcomes for all children who

participate.[1] FDK allows teachers to meet children's needs and address the Arizona Academic Standards for Kindergarten in ways that support effective instructional strategies. Full-day kindergarten teachers are able to provide more one-on-one interaction and develop curriculum in ways that positively impact students' development. While FDK can be a positive experience, some families may wish to enroll their child in a half-day program. Parents may consider their child's attention span, social-emotional development, and level of interest in learning when making enrollment decisions.

Taking into consideration the need for comprehensive service delivery, these guidelines address eight areas that contribute to program quality. These include:

1. Program Administration and Personnel Qualifications
2. Daily Routines and Schedules
3. Program Practices and Child Assessments
4. Linguistic and Cultural Integration
5. Family Engagement and Support
6. Health and Nutrition
7. Community Outreach and Collaboration
8. Program Evaluation

This third edition includes significant updates and additions related to earlier versions. The original documents focused solely on environments for children ages three – five. This current edition represents a statewide effort to be fully collaborative in designing a system of early care and education that ensures all of Arizona's young children have equal access to a high quality early education experience from birth through kindergarten. The document incorporates the latest research and professional consensus on what constitutes "quality" in comprehensive early education programs. It is intended for use by all early education organizations, including public school districts, charter schools, federal, tribal and private early childhood education center and home providers, their administrators, teachers, and staff, as well as government, state, and community agencies.

This tool may be used:

- to facilitate transitions young children must make;
- to provide a short, detailed summary of appropriate practices;
- to conduct self-study and program evaluation;
- to guide development of new programs; and
- to develop materials and resources for professional development, training, and technical assistance.

[1] Plucker, J.A., Eaton, J.J., Rapp, K.E. Lim, W., Nowak, J. Hansen, J.A., & Bartleson, A. (2004). *The effects of full-day versus half-day kindergarten: Review and analysis of national and Indiana data.* Bloomington, IN: Center for Evaluation & Education Policy.

A Visual Explanation of the Program Guidelines for High Quality Early Education: Birth through Kindergarten

Guideline Category with Context Statement – Guidance area and statement that describes more fully what is being addressed.

2.0 DAILY ROUTINES AND SCHEDULES

High quality early education programs offer young children support and encouragement as they strive to become confident, competent social beings, problem solvers, and decision makers. When establishing a structure for the day through consistent, predictable classroom routines and schedules, the needs of the children are taken into consideration to ensure that the environment being created is interesting, stimulating and inviting. This in turn effectively contributes to the development of the child's independence. A high quality program also provides children with schedules and routines that allow for children's interests and learning needs to direct the instructional practices. Using a balance between children's own self-guided learning, teacher facilitated learning and peer learning in small groups offers children an optimal experience for becoming confident and competent individuals.

Program Guideline – A component or sub-topic of the Guideline Category.

PROGRAM GUIDELINE 2.1

A program schedule is designed and used in a way that ensures that all children have daily opportunities to learn through child-initiated and teacher-directed experiences that match children's needs, interests, and developmental levels.

Indicators – Behavioral descriptors of what the program guideline looks like in practice.

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
2.1.a. Active, child-initiated learning dominates the day. Minimal amounts of time (no more than five minutes) are spent getting ready, sitting and listening, or waiting. The daily schedule and routines are predictable and consistent.	IT 2.1.a. Free play occurs during most of the day. Children choose what type of play in which they wish to engage. This play includes opportunities for "tummy time" for non-mobile infants and time to be held, rocked, and cuddled as part of the regularly scheduled day.	K 2.1.a. The daily schedule provides for an emphasis on child-initiated learning through center activities, and reflects a balance of intentional individual and group activities as well as indoor and outdoor experiences. The teacher strives to incorporate enthusiasm and engagement to foster a positive frame of mind about school.

Supplemental Indicators – Specific indicators of what the guideline looks like in practice for either Infant-Toddlers or Kindergarten. These are to be viewed in conjunction with the Indicator for ALL Early Learning Programs. Only on a few occasions are they in lieu of the ALL column.

1.0 Program Administration & Qualifications

1.0 PROGRAM ADMINISTRATION AND QUALIFICATIONS

Effective program administration is one key ingredient in the successful implementation of an early education program. Through the development of a written philosophy, the identification of efficient operational policies, the hiring of competent and committed staff, and the provision of consistent supervision, program administrators lay the foundation for early education program staff to focus on implementing developmentally appropriate programs. Since professional background and knowledge are critical components to early education program quality, it is necessary to address the experience, competence, and continuous development of staff to improve the early education system in Arizona. Achieving and maintaining the highest levels of quality personnel universally across the varying types of early childhood programs will be an ever evolving and ongoing process.

PROGRAM GUIDELINE 1.1

A written philosophy is used as the basis for program planning, implementation, evaluation, and modification.

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
1.1.a. The concepts in the early education program philosophy are consistent with developmentally appropriate and culturally relevant practices and indicators of quality.		
1.1.b. The philosophy is shared in written form with all personnel at each site who administer and implement the program.		
1.1.c. The philosophy is evident in program practices at the site level.		

PROGRAM GUIDELINE 1.2

The early education program is supervised, administered, and implemented by qualified early childhood personnel.

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators

Personnel Qualifications for Arizona Department of Education State Funded Early Education Programs:
1.2.a. Program Administrator:
• Advanced degree in Early Childhood Education, Child Development or related field (developmental psychology, early childhood special education), 6 credit hours in administration and, one year full time teaching experience with young children. OR
• A Bachelor's degree in Early Childhood Education, Child Development or related field (developmental psychology, early childhood special education), 6 credit hours in administration, and three years full time teaching experience with young children. OR
• Principal's Certificate with at least one year full time teaching experience with children birth through age eight.
 	
1.2.b. Teacher (required as of July 1, 2012):
• Current National Board Certification in Early Childhood; OR
• A bachelor's degree in Early Childhood (or closely related field) and a current Arizona Certification or Endorsement in Early Childhood Education.
 	
1.2.c. Assistant Teacher:
• Must meet federally legislated highly qualified requirements
  o Hold an associate's degree in early childhood education/child development; OR
  o a Child Development Associate (CDA) credential in early childhood education/child development; OR
  o a college certificate in early childhood education/child development
• six months experience working with young children.		

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
Personnel Qualifications for Other Federal, State, Tribal or Privately Funded Programs 1.2.d. Program Administrator: Education Requirements • Bachelor's degree in early childhood education or a closely related; OR • a state of Arizona provisional/standard teaching certificate in early childhood education; OR • a state of Arizona provisional/standard teaching certificate in elementary education with early childhood endorsement. Experience Requirements • 1 year experience in an early care and education program 1.2.e. Teacher: Education Requirements • At least fifty percent of teachers have a bachelor's degree in early childhood education or closely related field; OR • a state of Arizona provisional/standard teaching certificate in early childhood education; OR • a state of Arizona provisional/standard teaching certificate in early childhood special education; OR • a state of Arizona provisional/standard teaching certificate in elementary education with early childhood endorsement. Experience Requirements • six months experience in an early care and education program 1.2.f. Assistant Teacher • All assistant teachers have a high school diploma or equivalent • At least 50 percent of all assistant teachers have at least nine months experience, and at least 50 percent have at least three months experience in an early care and education program.	IT 1.2.e. Teacher: Lead caregivers who spend the majority of their time with infants or toddlers have specialized education related to infants and toddlers (e.g. Infant/Toddler credential; specific infant/toddler coursework; specific training such as Program for Infant Toddler Care [PITC]).	K 1.2.e. Teacher (required as of July 1, 2012): • Valid provisional/standard teaching certificate in early childhood education • OR valid provisional/standard teaching certificate in elementary education with an Early Childhood endorsement.

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
Additional Personnel Qualifications for All Programs 1.2.g. At least one member of the early education program will be capable of communicating with the population represented in the program. 1.2.h. At least one member of the early education program has experience working successfully with families, organizations and agencies representing the diverse cultures and lifestyles in the community served. 1.2.i. Family Support Personnel Qualifications (when applicable): • Successful completion of at least a two-year degree or certificate program in the field appropriate to their job responsibilities, e.g., health, nutrition, social services, parent involvement, disability/inclusion support services to best meet the needs of the community. • Experience working successfully with families, organizations and agencies representing the diverse cultures and lifestyles in the community served.		

PROGRAM GUIDELINE 1.3

Program policies are used as the basis for efficient and effective early childhood program operation at each site.

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
1.3.a. Ratios and group sizes are maintained at levels which meet high quality standards. • No more than 9 three year olds per staff member • No more than 18 three year olds children enrolled per group. • No more than 10, four or five year olds per staff member • No more than 20 four or five year old children enrolled per group.	IT 1.3.a. Ratios and group sizes are maintained at levels which meet high quality standards. • No more than 4 infants (6 weeks – 12 mos.) per staff member and no more than eight infants enrolled per group; • No more than 5 toddlers (12-24 mos.) per staff member and no more than ten toddlers enrolled per group; • No more than 6 two-year olds (24-36 mos.) per staff member and no more than twelve two-year olds enrolled per group. • Small groups of infants and toddlers are primarily cared for by one, consistent staff member/teacher throughout daily routines and activities.	K 1.3.a Ratios and group sizes are maintained at levels which meet high quality standards. • No more than 20 children are enrolled per group.

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
1.3.b. In mixed age classrooms, programs use the ratio and group size of the youngest child enrolled. 1.3.c. Ratios are adjusted based upon the number of children with disabilities and the individual needs of the children enrolled. 1.3.d. The early education program adheres to a children's attendance policy set by the program. 1.3.e. Policy is established and enforced regarding children's attendance restrictions due to illness and re-admittance requirements. 1.3.f. The early education program will operate a minimum of 12 hours per week and at least 170 days per year to maximize opportunities for learning. 1.3.g. There is a written plan which specifies the timelines and activities for transitions into the program, within the program, and exiting the program which *may include* the following: meetings to help prepare families and set expectations are held with family appropriate transition and teacher/provider, visits to new programs (kindergarten, new classroom, new provider), home visits, etc. 1.3.h. Programs provide staff continuity and consistency through stable staffing patterns that allow children and families to develop relationships that best support each child's individual growth and development (For example: children and families are with the same staff and group for more than one year, or staffing patterns include regular floaters that can serve as substitutes without compromising ratios). 1.3.i. Materials developed for the program, including but not limited to, educational materials, curriculum materials, or family outreach materials, are reflective of cultures represented in the community. 1.3.j. The classroom (or designated care and education space of a home) provides 35 square feet of usable space per child.		K 1.3.f. The kindergarten program will operate a minimum of 180 days or the equivalent of a minimum of 450 instructional hours per school year for half day programs or a minimum of 900 hours per school year for full day programs.

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
1.3.k. Current emergency contact information on each child is maintained on a state-approved form. 1.3.l. Up-to-date health records are maintained on each child, including information about age-appropriate immunizations, allergies, and chronic illnesses. 1.3.m. The early education program has a written personnel policy manual and ensures all early education personnel read and understand the contents. 1.3.n. The program has written exclusion policies regarding ill staff (including oneself if a family care provider). 1.3.o. Suspected incidents of child abuse and neglect are promptly reported to the appropriate persons and agencies, and staff is trained to follow state and tribal laws and requirements for reporting child abuse.		

PROGRAM GUIDELINE 1.4

The program provides professional development opportunities for the early education program staff to strengthen their competencies in planning and implementing appropriate and effective educational programs for young children.

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
1.4.a. On-going professional development and support is provided by a person qualified by education, training, and experience in early childhood education. This person may or may not be employed by the program. 1.4.b. The program designs, implements, and reviews annual professional development plans for each staff member that outline specific learning goals for personnel, and the learning goals relate directly to the groups with which the individuals work (e.g., children with special needs in inclusive settings, infants & toddlers, etc.) 1.4.c. Early childhood staff participates in on-going professional development opportunities (a minimum of 18 documented hours annually) that increase their knowledge of current, research based early childhood theory, instructional strategies, and best practices.	IT 1.4.b. Personnel who work the majority of their time with infants and toddlers have specified training related to safe sleeping practices for infants/toddlers, Sudden Infant Death Syndrome, and health and safety practices for infants and toddlers.	

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
1.4.d. Professional time is set aside for the early education program staff to visit other early education programs to gain knowledge, new skills and have an opportunity to collaborate with other early childhood staff to ensure continuity throughout programs. 1.4.e. The program administrators collaborate with other partnering agency administrators to share information and coordinate service delivery so that children receive seamless, continuous, aligned education and care programs. 1.4.f. The program administrator or designee holds a membership in an ECE professional association and participates in activities sponsored by early childhood organizations such as advocacy days at the legislature, sitting on an organization's board or committees, etc. 1.4.g. College and graduate coursework is encouraged for all early education program staff in order to obtain specialization in early childhood education. 1.4.h. Program administrators conduct observations on personnel working directly with children at least twice each year to evaluate program quality and staff effectiveness. 1.4.i. Supervisors meet individually with program personnel regularly to participate in reflective supervision by reviewing supervisor observations, providing feedback, and discussing on-going professional growth and development opportunities and activities.		

2.0

Daily Routines & Schedules

2.0 DAILY ROUTINES AND SCHEDULES

High quality early education programs offer young children support and encouragement as they strive to become confident, competent social beings, problem solvers, and decision makers. When establishing a structure for the day through consistent, predictable classroom routines and schedules, the needs of the children are taken into consideration to ensure that the environment being created is interesting, stimulating and inviting. This in turn effectively contributes to the development of the child's independence. A high quality program also provides children with schedules and routines that allow for children's interests and learning needs to direct the instructional practices. Having a balance between children's self-guided learning, teacher facilitated learning and peer learning in small groups provides children an optimal experience to become confident and competent individuals.

PROGRAM GUIDELINE 2.1

A program schedule is designed and used in a way that ensures that all children have daily opportunities to learn through child-initiated and teacher-directed experiences that match children's needs, interests, and developmental levels.

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
2.1.a. Active, *child-initiated learning dominates* the day. Minimal amounts of time (no more than five minutes) are spent getting ready, sitting and listening, or waiting. The daily schedule and routines are predictable and consistent. The teacher strives to incorporate enthusiasm and engagement to foster a positive frame of mind about school. 2.1.b. Each program will identify and set aside blocks of time daily (at least 60 min. per ½ day) for uninterrupted, intentional, child-initiated learning through play. Children's self-directed experiences are facilitated through the use of indoor and outdoor learning areas, which might include, but are not limited to: • dramatic play (not limited to housekeeping); • blocks; • art and other creative experiences (not limited to easel painting); • library (reading-listening); • writing; • mathematics; • sand/water; • woodworking; • music; • computers and technology; and • science	IT 2.1.a. Free play occurs during most of the day. Children choose what type of play in which they wish to engage. This play includes opportunities for "tummy time" for non-mobile infants and time to be held, rocked, and cuddled as part of the regularly scheduled day.	K 2.1.a. The daily schedule reflects a balance of child-initiated and teacher directed planned learning activities as well as intentional outdoor experiences. An emphasis is placed on center activities.

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
2.1.c. The daily schedule includes a balance of small group and individual experiences. The younger the child, the more the activities are individually conducted rather than in groups. The schedule is adjusted to address the varying abilities of children (e.g. children with special needs, children with linguistic differences, etc).	IT 2.1.c. Infants and toddlers have access to alternate activities when not participating with a group. Staff are flexible and adjust activities or daily schedules as children join and leave a group.	
2.1.d. Adult-directed learning activities are related directly to children's real-life experiences, are presented within meaningful contexts and are presented in ways that encourage active participation.	IT 2.1.d. The scheduling of basic routines such as napping, feeding and diapering is flexible and meets the needs of each individual infant or toddler. Toddlers are eased into group schedules as they transition to preschool.	
2.1.e. Adult-directed learning activities take up a minimal amount of the daily schedule. Instead, curricular activities are designed to meet children's individual abilities and needs through self-directed learning and active engagement by adults who promote learning concepts, encourage creative thinking, communication and develop social interactions.	IT 2.1.e. A variety of both active and quiet play activities are available to meet the needs of infants and toddlers.	K 2.1.e. Adult directed whole group learning activities take up no more than 50% of the day. Instead, children are engaged in concrete experiences that make academic content meaningful and allows for independent practice.
2.1.f. A procedure is used to help children think about and plan their experiences within the day's activities.		
2.1.g. The daily schedule includes ample time (a minimum of 20-30 continuous minutes) for children to participate in outdoor, child-initiated learning activities that are planned and intentionally designed to meet the individual abilities and needs of the children.		
2.1.h. The daily schedule includes specific times when children participate in activities that encourage movement and physical activity.		

PROGRAM GUIDELINE 2.2

The early education program provides well-established routines and a climate of respect to support children's development of self-confidence, independence, problem-solving and social skills.

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
2.2.a. Each child is treated with warmth, care, and respect, regardless of socioeconomic, racial, or cultural background, gender, ability or appearance.		
2.2.b. Desired behaviors are stated and modeled and opportunities are provided for children to act in age, and individually-appropriate ways that include: playing; assuming responsibility for carrying out routines; exhibiting helpful behavior; helping to develop and follow rules for the care and safety of self, others and materials; getting along with others; making friends; and being courteous.	IT 2.2.b. Expectations for children's behavior are realistic for the ages of the children present (e.g., infants and toddlers are not expected to share materials or apologize).	K 2.2.b. Children are encouraged to assume age appropriate responsibilities such as pet care, line leader, etc.
2.2..c. Daily program routines and experiences are implemented in a manner that helps prevent behavior problems from occurring, but are not so rigid as to be controlling. Consideration is given to length of activity, adequacy of materials, room arrangement, age, developmental levels, numbers of children, and freedom of movement during activities.	IT 2.2.c. Enough materials, including multiples of the same items are available, and there is ample floor space for children to avoid issues of competition or crowding.	
2.2.d. Personnel respond to children's needs both quickly and in a way that appropriately provides comfort or assistance as needed. Teachers' responses are predictable, consistent and fair.		
2.2.e. Children are assisted in negotiating disagreements among themselves in ways appropriate to their age and ability, but conflicts are not solved for them. Conflicts between children are seen as opportunities for learning skills such as negotiating, stating the problem and compromising.	IT 2.2.e. Distraction and redirection are used appropriately as a primary source of conflict resolution.	
2.2.f. The routines and experiences of the daily program are implemented so children have many opportunities to make choices and take on leadership roles in conducting the activities. Positive guidance helps lead these choices.		
2.2.g. Regard for others, self-regulation and positive social interactions are demonstrated and encouraged by the adults present.		

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
2.2.h. Adults facilitate social relationships between and among children, including children with special needs, during play and other learning experiences. 2.2.i. Children are comfortable and supported in expressing their ideas and opinions. 2.2.j. Clear, consistent, and age appropriate rules and expectations are set, understood, and consistently enforced using positive reinforcement and logical or naturally occurring consequences. 2.2.k. Techniques that foster children's confidence in their communication skills are used and may include: creating a relaxed, non-threatening climate for inquiry; providing sufficient wait time before expecting children to respond; using an open response system; providing an environment that allows and encourages children to take risks in making comments; restating to gain insight into a child's response; extending children's responses; and providing supportive feedback.		

PROGRAM GUIDELINE 2.3

Daily activities and routines are conducted and managed in a way that maximizes opportunities for children's learning.

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
2.3.a. Sufficient time is allocated for children to transition between activities (such as clean up) and prepare for the next experience. • Transitions are viewed as essential parts of the curriculum and are included in the teacher's lesson plans. • During transitions between activities, teachers utilize intentional teaching strategies to further children's learning; "waiting" time is kept to a minimum. • Children are given adequate notice before change occurs.	IT 2.3.a. No long periods (no more than three minutes) of waiting occur during transitions between daily activities. Distress or other problems are minimal for infants and toddlers while transitioning.	
2.3.b. During children's self-directed experiences, the program staff move around the room and participate in children's activities while acknowledging children's efforts, providing new materials, asking open ended questions, accepting and supporting the child's ideas, and giving recognition related to their performance.	IT 2.3.b. The space allocated is open and spacious for infants, toddlers and adults to play. Traffic patterns do not interfere with activities. The space provides for a variety of activities and interests including special cozy areas. Quiet and active play areas are clearly separate.	
2.3.c. A wide variety of teaching methods and materials using all of children's senses are incorporated to maintain children's interests, meet their individual needs, and encourage active participation.		
2.3.d. Program personnel effectively guide children's understanding of an activity's learning objective. Adults use statements that both summarize and reorient children's conversations to guide children's thinking and understanding of what is being learned.		
2.3.e. Activities are well-planned and materials are fully ready and accessible when needed. Time is not taken away from play or other learning activity times for staff to gather materials or set up an activity.		

PROGRAM GUIDELINE 2.4

Daily schedules and routines effectively ensure children's health and safety throughout each program day.

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
2.4.a. The program provides interactive and continuous adult supervision and is in compliance with state licensing and/or program accreditation requirements.		
2.4.b. The early education environment is located in a clean, safe, well-lit, and well-ventilated area. It is adjacent to bathrooms with hand-washing sinks that can be monitored at all times.		
2.4.c. Toilets and sinks are clean and easily accessible to children. Children wash their hands after toileting, sneezing or nose wiping, before eating, and as indicated by environment, illness or experiences.	IT 2.4.c. Effective and safe hand washing and diapering procedures as outlined in the Infant and Toddler Environmental Rating Scales-R (Cryer, Harms, & Clifford) are strictly adhered to so as to reduce the spread of germs and disease.	
2.4.d. Furnishings, materials, and objects in the learning environment are clean and in good condition.		
2.4.e. Indoor space is free from vermin, asbestos, radioactive gas (radon), visible soil, and lead.		
2.4.f. Poisons and other potentially harmful chemicals are always stored in a locked area, which is inaccessible to children. Hazardous or toxic products/materials are stored in compliance with fire and environmental quality codes.		
2.4.g. Outdoor play areas provide adequate shade and water and are free of glass, litter, traffic, and other potential dangers, including strangers. Adult/child ratios are maintained while supervising outdoor play. Outdoor equipment is age appropriate, safe, and kept in good condition. Staff station themselves throughout the playground to facilitate appropriate interactions and maximum supervision.		
2.4.h. Children learn about personal hygiene, nutrition, first aid, accident prevention, and safety through both planned experiences and naturally occurring events.		

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
2.4.i. Sign-in/sign-out procedures are implemented which insure that: • children are released only to persons who are authorized in writing to pick them up; • responsible parties are contacted according to established procedures when children are not picked up on time.		K 2.4.i. Children are supervised during drop off and pick up times to ensure child safety.
2.4.j. Transportation providers ensure that a door-to-door delivery/pick up system is in place.		K 2.4.j. Transportation provides education for children concerning bus safety, riding habits, and behavior expectations.
2.4.k. The program has a written plan for procedures to evacuate or shelter children and staff in the early education environment, program buildings, and/or buses, in the event of large scale disasters, fire, bomb threats, etc. Program rehearses procedures on a regular basis.		

Program Practices:

Curriculum, Environment & Child Assessment

3.0

3.0 PROGRAM PRACTICES: CURRICULUM, ENVIRONMENT, AND CHILD ASSESSMENT

NAEYC defines curriculum as "…the goals for the knowledge and skills to be acquired by children and the plans for learning experiences through which such knowledge and skills will be achieved" (NAEYC, 2003). A high quality early education program recognizes and understands how children's goals for learning are framed within the context of learning standards and aligns planning of activities and design of environment to stimulate children's learning across content areas (social-emotional, language and literacy, mathematics, science, social studies, physical development and health and fine arts). In high quality programs, instructors place as much emphasis on the process of learning as they do on the content and capitalize on children's natural curiosity to promote language, thinking and problem-solving. Effective early education programs provide a wide variety of planned experiences within an intentionally designed environment that enable children to learn through interaction, exploration, manipulation and self-discovery. Research clearly demonstrates that children learn more in programs where there is a well planned and implemented curriculum (Landry 2007). Therefore, it is essential for every early childhood setting – school, center, family child-care home, tribal, military and faith-based programs – to have a high quality curriculum which incorporates thoughtful planning and design.

Child assessment in an early education program is the process of observing, recording, and otherwise documenting the work children do and how they do it. To ensure that assessment is both reliable and valid, a variety of approaches to data collection that match children's ages, development and background are used. This information is then used as a basis for a variety of educational decisions that affect the child, including designing the environment, planning activities to meet individual and groups of children's needs, monitoring children's development and learning, and communicating with families. Appropriate and on-going assessment methods are essential if programs are to provide curriculum and experiences that are age and developmentally appropriate, as well as culturally sensitive. Assessment will address all areas of learning, meet the needs of the individual students, and will include a variety of methods and processes.

PROGRAM GUIDELINE 3.1

The early education environment, both indoor and outdoor, evolves from children's needs, interests, experiences, and culture; facilitates their independence, exploration, and discover; and reflects their ideas, accomplishments, and products. The environment is not static; it changes as needed, to maximize the learning and developmental needs of all students.

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
3.1.a. The early education environment is organized into learning areas with open shelves and is arranged so all children, including those with special needs, can access materials independently and can function with minimal amount of direction. Furniture is low and arranged so all areas of the room may be visually supervised.	IT 3.1.a. The room is arranged so that staff are able to hear and see all children. Furnishings are appropriate to meet the individual needs of an infant or toddler. Toddlers have child sized tables and chairs. Staff have appropriate and comfortable seating for engaging infants and toddlers.	
3.1.b. Furniture in the environment is the appropriate size for the children, and there is adequate floor space to allow for large muscle experiences indoors. When children with special needs are present, appropriate furniture and equipment is available to ensure the full access and participation of all children in the program activities.	IT 3.1.b. Infant and toddler play areas are separate from older children.	

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
3.1.c. Each learning area has an adequate amount, as well as a wide variety of concrete, real and relevant materials and activities, (including some duplicates) which address each child's individual learning needs, interests, and skill level and are frequently rotated in order to maintain student curiosity and engagement during center and activity time. Outdoor environments include different types of surfaces to allow for a variety of play. 3.1.d. Teachers regularly assess each learning area to ensure there are appropriate materials and manipulatives for every student's developmental level. 3.1.e. The location and space allocated to each learning area facilitates the kinds of activities taking place in that area. 3.1.f. Learning areas are arranged so all children can engage in experiences of their choice without distracting or being distracted by others. Learning areas may allow for integration of experiences and material from one area to another. Traffic patterns do not interfere with activities. The space provides for a variety of activities and interests including special cozy areas. Quiet and active play areas are clearly separate. 3.1.g. Displays of children's work reflect diversity and individuality. They do not reflect the standards or performances of adults and should not all look alike. The items are displayed at the children's eye level. 3.1.h. The environment is warm and inviting to young children with displays providing additional opportunities for teaching and learning, without being visually overwhelming. It reflects the children's culture, community and current experiences.	IT 3.1.c. Routine care areas; diapering, toileting, hand washing, and feeding are easily accessible and conveniently arranged with furniture placed to encourage the development of self-help skills.	

PROGRAM GUIDELINE 3.2

Each program uses a developmentally appropriate early education curriculum (intentionally planned activities aligned with goals for children's knowledge and skills) to support the development of the whole child.

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
3.2.a. Curricular activities are aligned with the Arizona Early Learning Standards, are developed based on assessment of children's interests and learning needs, and reflect the national, current, research-based practices for young children as established by professional organizations.	IT 3.2.a. Curricular activities are aligned with the Arizona Infant-Toddler Early Learning Guidelines (once available) and reflect an emphasis on the relationships between children and adults who care for them.	K 3.2.a. Curricular activities are aligned with the Arizona Academic Standards for Kindergarten and reflect a variety of teaching strategies adapted to account for the diversity of learners and capitalizes on the active and social nature of children through opportunities for independent exploration of the content.
3.2.b. The curriculum is sufficiently broad and open-ended so teachers can address the strengths and learning needs of children with varying levels of maturity and ability and can be adapted or modified to support children with special needs as well as English Language Learners.		
3.2.c. Curricular themes /topics reflect children's interests, experiences, family, and culture. Themes/topics are relevant for children (e.g., a new baby, family traditions, etc.).	IT 3.2.c. Curriculum is designed around the individual schedules and routines of infants and toddlers.	
3.2.d. Written lesson plans reflect use of the Arizona Early Learning Standards.		K 3.2.d. Written lesson plans reflect use of the Arizona Academic Standards for Kindergarten.
3.2.e. Program personnel can explain how each day's plan addresses children's individual abilities and learning needs based on on-going, formative assessment. Teachers can relate the plan to the Arizona Early Learning Standards, children's strengths, children's learning of a concept or objective, and how the plan builds on children's prior learning.		K 3.2.e. The teacher can explain how each day's plan addresses children's developmental levels in relation to the Arizona Academic Standards for Kindergarten, enhances their strengths, contributes to their understanding of a concept or project, and promotes continuity with prior learning experiences.
3.2.f. The daily program reflects variation in content by providing for physical activity, literature, verbal and artistic expression, mathematics, experiences in the (social) sciences and spontaneous play with a wide variety of materials.		K 3.2.f. Play (not recess) is used as an instructional strategy and is intentionally designed based on children's needs and allows for opportunities for children to practice and apply newly acquired knowledge and skills.
3.2.g. Program personnel involve children in planning curricular activities by asking questions and identifying areas for future investigation.		K 3.2.g. Children are encouraged to plan ahead to allocate their attention and time accordingly.

PROGRAM GUIDELINE 3.3

Adult and child interactions effectively promote children's awareness and understanding of their own thinking and support successful concept development.

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
3.3.a. Program personnel plan and implement activities and carry on discussions with children that promote higher order thinking skills rather than focusing on rote instruction activities.	IT 3.3.a. Adults participate with children in pretend play and suggest roles and new ways to play.	
3.3.b. Adults use a variety of *why* and *how* questions with children to encourage use of analysis and reasoning skills including making predictions, evaluating or summarizing results, and problem-solving.		
3.3.c. Children are encouraged to communicate their thinking in different ways such as hypothesizing outcomes, explaining their reasons or processes for making decisions, proposing alternatives, explaining their creating process, or making comparisons.	IT 3.3.c. Toddlers are given time to find solutions with adult assistance without explicitly showing a child how to fix.	
3.3.d. Children are encouraged to ask many types of questions and are given opportunities to be creative in brainstorming, planning and creating new ideas and products.		
3.3.e. Staff regularly explain interactions, feelings, intentions and activities highlighting the positive as the children move through their daily routines.		

PROGRAM GUIDELINE 3.4

The program immerses children daily in a wide range of interactive language and literacy experiences that promote cognitive development and encourage children to express thoughts and feelings.

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
3.4.a. Language and Literacy activities that are planned and implemented for children are derived from the ongoing, formative assessment of children's abilities, interests, and individual learning needs and are clearly aligned with the Arizona Early Learning Standards.	IT 3.4.a. Curricular activities are aligned with the Arizona Infant-Toddler Early Learning Guidelines (once available) and reflect an emphasis on the relationships between children and adults who care for them.	K 3.4.a. Language and Literacy activities planned and provided for children are derived from the children's interests, individual instructional needs and the Arizona Academic Standards for Kindergarten.

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
3.4.b. Daily routines and experiences provide a variety of opportunities for children to engage in discussions with each other either on their own or facilitated by adults.	IT 3.4.b. Adults use verbal commentary to describe their own actions as well as those of the children as they participate in daily activities and routines.	
3.4.c. Adults have many individual conversations with children that include several back and forth exchanges and the use of contingent responding (responding in ways that build on children's statements).	IT 3.4.c. Adults engage in conversations with infants and toddlers by expanding on language and taking turns listening and speaking with children.	
3.4.d. Attentive listening (establish and maintain eye contact when culturally appropriate) is done on the children's level and allows them time to express themselves completely before responses are made.		
3.4.e. Adults respond to children's verbal expressions and conversations by repeating, extending and elaborating on children's ideas.	IT 3.4.e. Staff effectively interpret and respond appropriately, positively and timely to children's attempts at language.	
3.4.f. Children are assisted in finding words to describe their experiences, by providing facts or labels or by providing cues or hints which increases their vocabulary use and understanding of words that are spoken, read or sung.		
3.4.g. Children acquire practical listening skills, such as listening for appreciation and comprehension, and learning to value each other's ideas and point of view through teacher modeling of attitude and behavior towards others.		
3.4.h. Pictures, signs, functional print, and literacy products developed by children are displayed throughout the early education environment.	IT 3.4.h. Materials posted throughout the setting are where infants and toddlers can easily see and interact with them, on the floors, on low shelves, etc. Materials are of objects, people and experiences familiar to the children such as families and pets.	
3.4.i. Daily literacy experiences used to bring meaning to early childhood experiences include: hearing and telling original stories; retelling stories from books; hearing and telling flannel board stories; learning nursery rhymes; finger plays, and poems; reading and re-reading pattern and predictable books; role playing and fantasy play; and using puppets.	IT 3.4.i. Adults use the materials in the setting to engage children in language activities by talking to them about what they see.	

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
3.4.j. The books that are read to children reflect a wide variety of topics, styles, and structures appropriate to young children. They present characters and storylines which are not stereotypic or biased against any ethnic group, gender, or culture.		
3.4.k. Children are read to both in groups and individually. Teachers are trained in "how" to read to young children utilizing methods that encourage children to interact with books and read along in a developmentally appropriate manner.	IT 3.4.k. Infants and toddlers are read to individually or in very small groups of interested children. Once children lose interest, they are not expected to remain with the teacher or group, but are allowed to make new choices instead. Book times are warm and interactive.	
3.4.l. Children have daily opportunities to see that reading and writing are useful and serve a purpose. Their opportunities to interact with books and print might include experiences such as: • developing functional print e.g., signs, letters, cards, maps, recipes, and directions; • shared reading and writing to carry out daily routines; • handling books and environmental print, e.g., newspapers, magazines; • greeting cards, maps, product labels, and signs; • reading alone, to others, or into a tape recorder; • sharing books from home; • using the program library; • using the listening center; lap book reading (individual); • discussing pictures; • listening to presentations by authors; • dictating stories; • writing and/or illustrating books; • re-writing pattern books; • keeping a diary or journal; and • labeling photographs, pictures and artwork.		K 3.4.l. Teachers expose children to the many ways that we communicate and share knowledge (e.g., books, oral stories, computer technology, media, environmental print, magazines, newspapers, etc.).

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
3.4.m. Books are accessible to children throughout the environment, rather than only in the library area. Reading materials are incorporated into other areas of the room in meaningful and relevant ways. Examples may include: cookbooks and magazines in the dramatic play area, books about specific artists' works in the art center, books about architecture in the block area, or books which extend a curricular topic or theme in the writing area.	IT 3.4.m. Books for infants and toddlers are developmentally appropriate, added to or changed periodically, and available in quantities accessible to each child in the group to allow for independent exploration.	
3.4.n. Opportunities for children to engage in self-initiated writing experiences are encouraged, provided and facilitated. Adults respond to children's writing with interest and enthusiasm. Children have many opportunities to tell stories through their drawings, paintings, and by incorporating printed letters.	IT 3.4.n. Infants and toddlers have opportunities to develop fine motor skills throughout their daily routines, activities and play (e.g., toys and manipulatives that encourage development of grasp, finger foods, infant-toddler sized eating utensils, etc). Manipulatives, toys and other materials are rotated regularly. Adults model and encourage prewriting activities.	K 3.4.n. Teachers engage children in the various forms of writing (journaling, classroom rules, experiments, recipes, labels, directions, storytelling, letter writing, etc.) to encourage children to view themselves as writers.
3.4.o. The alphabet is displayed at or slightly above the children's eye level.		
3.4.p. Children's names are available in written form in several areas within the learning environment.		
3.4.q. Children are immersed in a print-rich environment. Learning areas are visually inviting and well supplied with a variety of print materials in addition to word and alphabet games.		
3.4.r. The classroom is labeled with pictures and words as a pre-literacy strategy for all children. For children with disabilities, an alternative system of communication is utilized such as the Picture Exchange Communication System (PECS) or augmentative communication device.		
3.4.s. Adults incorporate advanced vocabulary within the context of activities and conversations and connect new vocabulary with the experiences and information with which children are familiar.		
3.4.t. The majority of questions adults ask are open-ended rather than those that can be answered with a simple statement or yes/no response.		

PROGRAM GUIDELINE 3.5

Children's curiosity and natural inclination to investigate and solve problems is nurtured and stimulated through a daily balance of developmentally appropriate and independent experiences in mathematics, science, and social studies.

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
3.5.a. Math, science and social studies activities that are planned and implemented for children are derived from the on-going, formative assessment of children's abilities, interest, and individual learning needs and are clearly aligned with the Arizona Early Learning Standards.	IT 3.5.a. Curricular activities are aligned with the Arizona Infant-Toddler Early Learning Guidelines (once available) and reflect an emphasis on the relationships between children and adults who care for them.	K 3.5.a. Math and Science activities planned and provided for children are derived from the children's interests, individual instructional needs and the Arizona Academic Standards for Kindergarten.
3.5.b. Developmentally appropriate math experiences emphasize exploration and inquiry. Math strategies and concepts are introduced with hands-on experiences and concrete materials. There is an opportunity for child choice as well as guided activities that support various levels of readiness.	IT 3.5.b. Children have access to a wide variety of blocks and other materials that stack and nest, are used for building and come in different shapes, colors, textures and sizes.	K 3.5.b. Math experiences are provided to each child with concrete materials to manipulate. The child's improved ability to focus enables the teacher to conduct 15-20 minute activities that specifically support the acquisition of math concepts.
3.5.c. Numerical concepts are learned through daily routines and activities and are presented as meaningful everyday experiences rather than rote instruction. Examples of appropriately introducing number concepts include: counting how many children are present when trying to decide how many plates and napkins to set out on the table for snack; working to keep the playground clean and counting a specified number of pieces of trash to throw away.	IT 3.5.c. Children have time and space for activities that allow them to explore from different physical positions (such as cruising, walking, crawling) to support their development of understanding where things are in space and introduce them to spatial relationships.	
3.5.d. Math experiences such as counting, determining quantity, classifying, sorting, creating sets, and making patterns are provided to each child with concrete materials to manipulate. Adults comment on the results of children's exploration with materials such as when they make patterns or sort items by attributes.		
3.5.e. Adults use academic language related to math to describe experiences during the course of daily activities and routines and extend math concepts through other curricular activities such as music, literature, science, block building, cooking, finger plays, and games.		
3.5.f. Adults use academic language related to science in order to develop children's vocabulary and concept development around problem-solving, experimentation and investigation.		

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
3.5.g. Building with blocks is encouraged by creating a large open area and providing sufficient time to build. Building supplies are accessible to children and come in a variety of textures, shapes, sizes and materials.		
3.5.h. Adults encourage children to solve problems on their own by giving cues, asking questions and modeling, rather than giving direct information or instruction on how to accomplish a task such as finding where a puzzle piece fits.		
3.5.i. Adults encourage creative thinking by asking a variety of "what if" questions as children are handling and exploring with various materials.	IT 3.5.i. Adults expand children's language attempts by adding words and ideas to children's statements about their environment and families.	
3.5.j. Science-related experiences are presented as hands-on experiments in which children are encouraged to hypothesize, observe, make predictions, and draw conclusions on their own rather than simply watching as an adult conducts the activity. Children are provided opportunities to create their own investigations and experiments.	IT 3.5.j. Sand (for children 18 months and older) and/or water play is made available daily and is set up to allow for effective play activities to occur (enough space, enough materials, etc.).	
3.5.k. Children are provided opportunities to document their observations and conclusions in pictures or in writing.		
3.5.l. Adults ask children about their explorations and have discussions with them that engage children in thinking about and reflecting on their work.		
3.5.m. Materials, such as measuring tools, magnifiers, graph paper and clipboards that engage children in collecting, recording, and analyzing data are easily accessible and used during children's play and exploration time.	IT 3.5.m. Many materials are available which encourage sensory exploration such as different sounding rattles and instruments, varied textures, and a variety of brightly colored toys. Adults plan and implement a wide variety of activities which encourage children's tactile exploration (e.g., materials that are soft, smooth, rough, moldable, etc.).	
3.5.n. Technological aids, such as computers, tape recorders, and assistive technology devices (switch toys, hearing aids, Braille print, special lighting, communication boards, etc.) should supplement concrete experiences and materials as the major vehicle for learning.		

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
3.5.o. When computers are available for children's use, the software emphasizes creativity and problem solving rather than drill and practice of isolated skills. Software reflects the interests of the children and is used to extend learning of class themes. Time using computers, televisions or devices with a "screen", is limited to a maximum of one hour per full day period (6 or more hours), 30 minutes per half-day period (less than 6 hours).	IT 3.5.o. During no portion of the day are infants or toddlers using computers, televisions, or other devices with a "screen".	
3.5.p. When computers are available, adults are actively involved with children using them. Adults ask a variety of how and why questions and provide needed support when using the software.	IT 3.5.p. During no portion of the day are infants or toddlers using computers, televisions, or other devices with a "screen".	
3.5.q. Props and materials depicting the various cultures represented by the children in the program are accessible throughout the environment.		
3.5.r. A variety of materials are accessible that encourage children to seek out information about various topics of study (e.g., books, maps, globes, calendars, flyers, charts, etc.).		
3.5.s. When describing new concepts, activities or events, adults use language that connects children's prior learning and experiences to the new information.		
3.5.t. Children are provided with a variety of opportunities to explore and pretend about the roles people play at work, at home, or while providing services to others. Props and materials extend children's play and learning related to interactions between people, resources and communities.		
3.5.u. Sand and/or water play is available daily with a wide variety of materials rotated in and out of the area. The activities vary with the materials (e.g., sink/float; washing; bubbles; wet/dry sand; etc.).		

PROGRAM GUIDELINE 3.6

Children's creativity is nurtured and stimulated through a daily balance of developmentally appropriate and independent experiences in movement, music, and the arts.

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
3.6.a. Creative arts activities (including visual art, music, and dramatic play) that are planned and implemented for children are derived from the on-going formative assessment of children's abilities, interests, and individual learning needs and are clearly aligned with the Arizona Early Learning Standards.	IT 3.6.a. Curricular activities are aligned with the Arizona Infant-Toddler Early Learning Guidelines (once available) and reflect an emphasis on the relationships between children and adults who care for them.	K 3.6.a. Creative arts (including visual art, music, and dramatic play) activities planned and provided for children are derived from the children's interests, individual instructional needs and the Arizona Academic Standards for Kindergarten.
3.6.b. Children are provided opportunities to develop fine and large motor skills as part of the daily outdoor or indoor play experiences.	IT 3.6.b. Gross motor play areas are not crowded and are free of clutter. Materials are available to encourage the development of large motor skills such as crawling, walking and climbing.	
3.6.c. Children are provided opportunities for creative movement experiences such as participating in pantomime, responding to rhythms, and performing simple folk dances.	IT 3.6.c. A variety of musical toys or instruments are accessible to infants and toddlers throughout the day.	
3.6.d. In addition to planned music experiences, music is integrated throughout the day, (e.g., during transitions, at the listening center, during free-choice time, outdoors, etc.).	IT 3.6.d. Staff informally chant and sing with children daily and encourage infants and toddlers to dance, clap or sing along.	
3.6.e. Children are exposed to different musical genres. Musical experiences include a balance of: listening to a wide variety of classical and contemporary music including music from other countries; singing simple songs; composing classroom songs; making and playing instruments; learning about music-related words and concepts such as tempo (fast/slow); hearing stories about composers and listening to their music; and moving to music.	IT 3.6.e. A variety of art materials are accessible and appropriate to the specific age of the children (e.g., large crayons, or paintbrushes for 2 year olds, play-dough and finger-paints for younger toddlers).	
3.6.f. Children's art experiences focus on the exploration of materials, self-expression, and the creative process. Planned activities emphasize the *process* of creating art rather than creating a *product* that is intended to look a specific way or like an adult-made model.		

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
3.6.g. Children may be asked open–ended questions about their art but are not required to dictate sentences about it or explain what it is.		
3.6.h. Sufficient materials are accessible in the art center to enable children to freely choose the type of experiences in which they will engage, including both two dimensional and three dimensional options. Children's daily choices might include painting, cutting, pasting, constructing, modeling with clay and drawing.	IT 3.6.h. A variety of age and ability appropriate art materials are introduced as children's developmental needs change.	
3.6.i. Children are exposed to a variety of art produced by different artists. Reproductions of great works of art and children's own art work are used to learn about basic art-related words and concepts, such as color, shape, l line and texture.		
3.6.j. Dramatic play is an intentionally designed component of the curriculum, is available for a significant portion of the day, and is accessible to children daily.		K 3.6.j. Dramatic play is used as an instructional strategy to integrate learning and practice concepts across the content areas of the Arizona Academic Standards for Kindergarten and the English Language Proficiency Standards (ELPS).
3.6.k. Sufficient and varied materials and props are accessible during dramatic play to encourage children to fully expand their role playing, practice self-regulation, build vocabulary, and practice concepts.		

PROGRAM GUIDELINE 3.7

Children's growth in all developmental areas is routinely assessed in an on-going manner. Appropriate assessments of children are used for program and curricular planning and implementation, communicating with parents, and identification of children with special needs.

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
3.7.a. The program has written policies and systematic procedures which are followed by all personnel who interact with the children (teachers, aides, home visitors, therapists, etc.) that outline how child assessment and monitoring of progress is to be conducted and maintained.		
3.7.b. Program administration review assessment data (anecdotal notes, portfolio collections, etc.) regularly to ensure integrity of the information and that it is being collected on an on-going basis.		

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
3.7.c. Children's growth across all developmental domains, children's specific goals and objectives (such as those in an IEP or IFSP) and the Arizona standard content areas is intentionally and routinely assessed through a variety of authentic methods conducted within the context of children's daily activities and routines. 3.7.d. Adults use multiple, authentic assessment methods in an on-going and routine manner to ensure reliability of information collected. Examples of effective, appropriate assessment include: observations of children interacting with others, collections of children's work, participation charts and records, photographs, etc. 3.7.e. Information elicited from parents about their child's experiences at home is included in the assessment process. Methods for gathering and documenting information received from families may include: child information surveys, daily communications or formal conferences, etc. 3.7.f. Assessment information collected through observations, work samples, and parent input are used to inform program planning and implementation as well as determine goals for the group and individual children. 3.7.g. When developing written lesson or activity plans, specific learning objectives are included and relate directly to information gained from child assessment activities. Strategies to fully involve all children with special needs, including gifted and talented, are included based on assessment of their individual educational needs. 3.7.h. A formal procedure is used to share information with parents, at regular intervals, about their child's growth and development and performance in the program. Personnel offer information to families about activities that will support their child's specific learning goals and needs. 3.7.i. Assessment strategies include developmental screening activities. In the event that systematic monitoring of a child's development indicates the possible need for further evaluation, families are referred to the appropriate health, education, or intervention agency.		

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
3.7.j. Screening activities are administered by appropriately trained professional. If standardized screening instruments are used, they should be valid and reliable in terms of the background characteristics of the child being tested and the test's intended purposes. 3.7.k. Results of the screening are shared with the child's parents. Interpretation of the results is shared in non-technical language to ensure full understanding. Families are facilitated through the referral process as needed.		

4.0 Linguistic & Cultural Integration

4.0 LINGUISTIC AND CULTURAL INTEGRATION

Language, culture and identity are integral parts of children's lives. Demonstrating respect for culture and language sets the stage for establishing a caring community of learners. High quality early education programs develop positive relationships with children and their families by using culturally responsive practices which include: showing acceptance of and respect for all; integrating languages and cultures into the on-going experiences of the program; and finding ways to reach out to and communicate with everyone. Programs of high quality also assist children as they construct their understanding about the world around them. Opportunities for play and interaction between children and adults help children to understand that each person has their own unique strengths, interests and perspectives that contribute to their community as a whole.

PROGRAM GUIDELINE 4.1

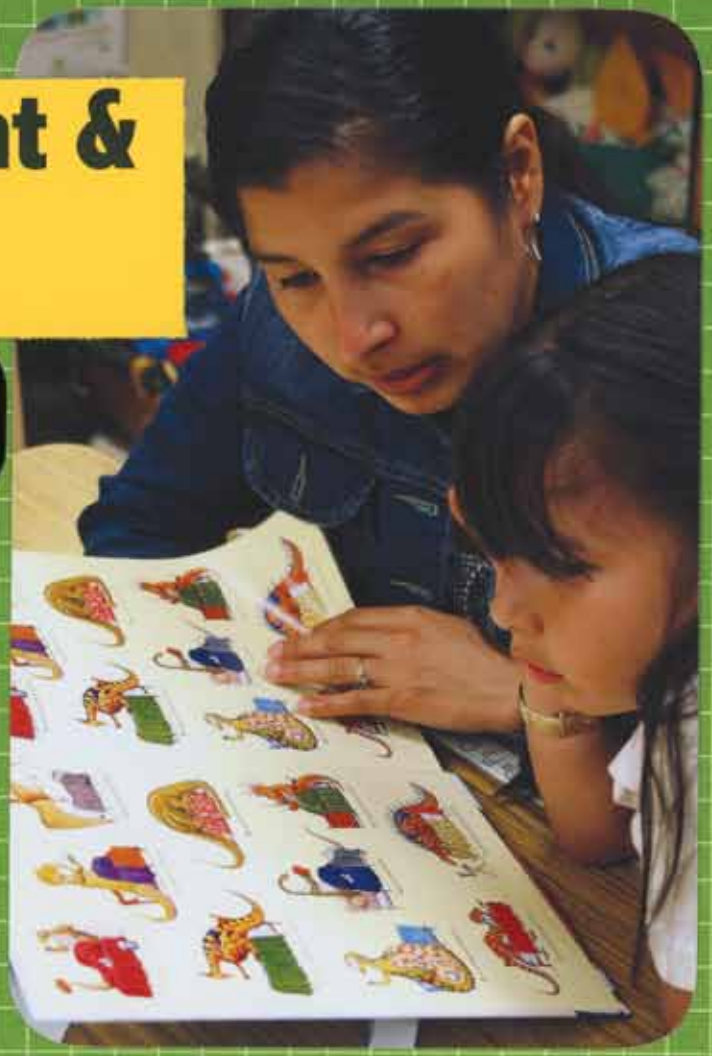
Linguistic and cultural needs are met by emphasizing strategies for integrating multi-cultural and anti-bias themes into all curricular areas.

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
4.1.a. Language role models are provided for children and parents who speak languages other than, or in addition to, English, whenever possible. English role models are provided for children.		
4.1.b. All written communication (notes/newsletters) is translated, either orally or in writing, into the languages of the families enrolled, whenever possible.		
4.1.c. Parent workshops, meetings, and discussions include culturally relevant information and are conducted with translation provided, whenever possible.		
4.1.d. Information and conversation is provided in both the children's primary language and in English, whenever possible.		K 4.1.d. Information and conversation with the child is provided in English.
4.1.e. Program staff partner with families to select and incorporate a variety of materials such as books, tapes and CD's that reflect the cultures and languages of the children present without stereotyping.		K 4.1.e. Materials, such as books, tapes, and CD's, are provided for children in English.
4.1.f. The languages, cultures, traditions and values of the children and community are respected and reflected in the environment and materials available.		K 4.1.f. The languages, cultures, traditions and values of the children and community are part of the themes incorporated into the daily curriculum. Teaching is conducted in English (A.R.S. Article 3.1, 15-752).

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
4.1.g. Materials and equipment in the early education environment (e.g., pictures, posters, photographs, books, puzzles, dolls, and toys) reflect the diversity of people of various races, cultures, ages, and abilities. Stereotypic images are avoided. 4.1.h. Sensitivity to and acceptance of each child's cultural heritage or special needs are demonstrated. Stereotypes based on gender, race, culture, age, or ability are discussed as situations occur naturally in the environment. 4.1.i. Parents, volunteers, and community visitors are invited into the early childhood environment to share their backgrounds, skills, stories, celebrations, and foods as a way to enhance awareness, acceptance, and understanding of other cultures. 4.1.j. Program staff have knowledge of second language acquisition and instructional strategies to support English language acquisition as demonstrated by giving sufficient time for children to understand and respond, by giving nonverbal cues, and by making explicit efforts to talk often to children who are learning English.		K 4.1.j. The teacher in the classroom, mainstream, bilingual, or Structured English immersion (SEI), must be highly qualified. Highly Qualified is defined as having elementary content as well as one or more of the following endorsements: • ESL Bilingual; • OR Structured English Immersion (SEI)

Family Engagement & Support

5.0



5.0 FAMILY ENGAGEMENT AND SUPPORT

Establishing a reciprocal relationship with families is critical to the development of healthy, successful learners. In a high quality early education program, frequent two-way communication is established and maintained, and families are presented with multiple opportunities to participate in activities and decisions that concern their children. There is an understanding of the context in which the children are living, and families are linked with a variety of services and/or resources based on identified needs. Developing mutual respect, cooperation, and a shared responsibility for the child helps the family to see that they are a valued partner within the learning community.

PROGRAM GUIDELINE 5.1

There is two-way communication between staff and families on a regular basis.

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
5.1.a. A program handbook is given to families as they begin services and includes the following information: • program philosophy and goals; • program calendar; • child attendance policy; • use of inclusive practices • age appropriate methods and experiences used to attain program goals; • expectations for parent/family participation; • ways families can promote learning at home and within the community to help their children be successful in an early education environment; and • home learning activities that can help parents prepare their child for transition into, within and between programs.		

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
5.1.b. Communication is positive and respectful, even when problems are being discussed. Communication with all parents is sustained in the following ways: • Periodic home visits may be conducted with each family; • Regularly scheduled newsletters contain information about early education and extended- learning activities, available resources within the program and community as well as opportunities that will facilitate smooth transitions into, within, and between programs; • Parent meetings are scheduled regularly; • Informal phone calls, notes and other communication occur regularly; • A parent area within the early education environment or nearby may include a place to sit and relax, a bulletin board, parent books, and other resources; • Every effort is made by the program to communicate with all families; and • Program staff are respectful and responsive to all attempts at communication by families, including non-verbal messages and/or cues. 5.1.c. Families are encouraged to contribute information when determining goals for their child and in assessing their child's growth and development. 5.1.d. Conferences are held at least twice a year with families to discuss children's on-going developmental progress. When necessary, referrals for further screenings and/or evaluations are made. 5.1.e. Program personnel recognize cultural differences in families' perceptions of educational systems. Program personnel give families time to understand the concepts of collaborative and reciprocal teacher-family relationships.		

PROGRAM GUIDELINE 5.2

Families are provided with resources and opportunities to better understand and foster their child's optimal development and become active partners in their child's education.

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
5.2.a. Families are encouraged to visit at any time during the day to observe, play with children, read to children, or share their skills and interests.		K 5.2.a. A variety of events are co-sponsored by the preschool, kindergarten and the school district (e.g., playground nights, story times, assemblies, etc.) to encourage a successful transition to kindergarten programs.
5.2.b. Varying family schedules are considered when planning opportunities for involvement in workshops, conferences, speakers, field trips, etc.		
5.2.c. A variety of strategies are used to make families feel welcome and engaged: • Families are greeted personally as they enter the program setting • Families participate in planning activities • Families may volunteer during program time as well as outside of the program schedule • The program recognizes volunteers for their service		
5.2.d. Procedures are shared with volunteers that enable them to interact directly with children in developmentally appropriate ways.		
5.2.e. The program provides resources, educational opportunities, and referrals to meet the needs and interests of parents, which could include topics such as: • Parenting skills; • activities to support language and literacy development in the home; • activities to support parents with transitions; • medical/dental topics; • mental/behavioral health • nutrition and physical health; • typical and atypical child development; • parent/community partnerships; • family support topics, (e.g. employment skills, budgeting, single-parenting, education opportunities, adult literacy) • Support for families of children with special needs		

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
5.2.f. Ideas for specific, developmentally appropriate experiences related to individual children's needs, including those appropriate for children with disabilities or for whom English is not their primary language, are shared with families regularly. 5.2.g. There is a written plan which specifies the activities for transitions into the program, within the program, and exiting the program, which may include the following: meetings held with family and teacher/provider, visits to new programs (kindergarten, new classroom, new provider), home visits, etc.		

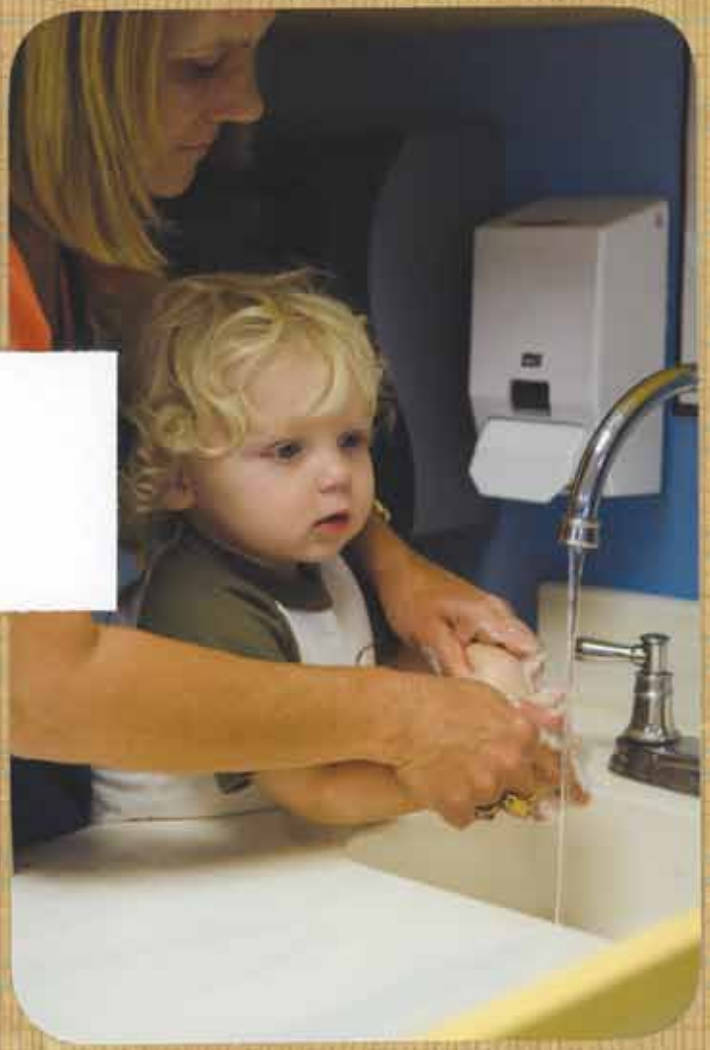
PROGRAM GUIDELINE 5.3

Parents are involved in the process of assessing and making decisions about the nature and operations of the early education program.

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
5.3.a. Families have the opportunity, through advisory boards, site councils, surveys, and interviews to make suggestions about their child's learning environment and about program policies and activities. 5.3.b. Families have at least quarterly opportunities to provide input on menu planning to incorporate foods that meet children's preferences, nutritional needs, dietary issues and cultural backgrounds. 5.3.c. Families participate in program self-assessment activities. 5.3.d. Families' preferences and goals for their children are acknowledged with respect and sensitivity and are considered when making program decisions.		

6.0

Health & Nutrition



6.0 HEALTH AND NUTRITION

A child's overall wellness, including adequate nutrition, social emotional well-being, and physical activity are all parts of a comprehensive early education program and directly affect social, emotional and cognitive development. Some activities that enhance children's health include addressing individual health issues, modeling healthy food choices and eating patterns, promoting physical activity and increasing the families' knowledge of and children's access to preventive health care. The goal of the early education program is to help staff, children, and families understand how nutrition, physical activity and health impact a child's readiness to learn. Ideally, healthy habits are established in early childhood and carried through later in life.

PROGRAM GUIDELINE 6.1
The program will assess and meet children's general health status and developmental needs.

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
6.1.a. Program curriculum aligns with the Physical Development and Health content area of the Arizona Early Learning Standards and will include concepts related to health promotion and disease prevention, (e.g., personal hygiene, nutrition, physical activity and safety).		K 6.1.a. Program curriculum aligns with the Arizona Physical and Health Education Standards and will include concepts related to health promotion and disease prevention, (e.g., personal hygiene, nutrition, physical activity and safety).
6.1.b. The program documents child and family health history, medication, growth, allergies, immunization, hospitalizations, special needs, etc.		
6.1.c. The program assists families in obtaining information for medical, vision, hearing, dental, nutrition, and developmental screening.	IT 6.1.c. Families are provided with information regarding the American Academy of Pediatrics (AAP) recommended practices for health and developmental screening. Families are encouraged to discuss with their child's doctor the need for developmental screening at well-child visits for children 9, 18, and 24 months of age.	
6.1.d. Program personnel follow up with families after screening activities to identify further information or assistance the family might need. Personnel participate in planning meetings for additional services as requested by the family.		
6.1.e. The program provides information and resources about direct health services		

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
6.1.f. The program complies with the regulations set by the Arizona Department of Health Services, Office of Child Care Licensure, and appropriate county health codes when handling food (snacks, sack lunches, special diets, food from home to group, etc.) 6.1.g. All personnel have documented proof of immunizations for measles, rubella, diphtheria and tetanus.		K 6.1.f. The program will comply with the regulations set by the school or district when handling food.

PROGRAM GUIDELINE 6.2

The parent education portion of the program includes a component on children's health, nutrition, and well-being by supporting families with information, resources and referrals.

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
6.2.a. Health care is included in the parent education portion of the program in the form of workshops, guest speakers, handbooks, and home visits. 6.2.b. Information will be provided to families on community health services. 6.2.c. The program will provide information about sites with accessible immunizations as required by the Arizona Department of Health Services. 6.2.d. Information and resources regarding behavioral or mental health services are provided as needed. 6.2.e. Families are educated regarding well-balanced meals/snacks that may be brought from home. They are instructed that food brought from home is stored appropriately until consumed and items should be dated and labeled with the child's name and food contents. 6.2.f. Families are encouraged to actively participate in program nutrition and gardening activities. Program nutrition resources are shared with families. 6.2.g. Programs access resources from community agencies and programs, such as the Child and Adult Care Food Program (CACFP), WIC, Diary Council, or Cooperative Extension, to assist in expanding nutritional awareness for the staff, children, and families. 6.2.h. Families are provided with information and resources related to sun and water safety.	IT 6.2.e. Families with infants are provided with information and resources on the value of breastfeeding, car seat safety, and safe sleeping practices.	

PROGRAM GUIDELINE 6.3

A variety of nutritious, appealing, and high quality meals and snacks are provided each day.

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
6.3.a. Meals and/or snacks are planned to meet the child's nutritional requirements in accordance with the Child and Adult Care Food Program (CACFP) Guidelines.	IT 6.3.a. Children older than 24 months are no longer given whole milk unless otherwise specified by the family.	
6.3.b. Menus specify foods to be served and are planned at least one week in advance. These menus are dated, posted in the program's entrance area, and kept on file when complete.		
6.3.c. Dietary modifications are a cooperative effort between parents, a trained health care provider, and the early education program staff.	IT 6.3.c. Mothers are welcomed into the program on a schedule that meets their infant's needs to provide for breastfeeding.	
6.3.d. Meals and food experiences are planned with the consideration of cultural and religious food preferences.	IT 6.3.d. New foods are introduced to infants according to family schedules and preferences.	
6.3.e. Families are provided regular (quarterly at a minimum) opportunities to provide input on program menu planning.	IT 6.3.e. Infants and toddlers are fed on individually determined schedules.	

PROGRAM GUIDELINE 6.4

The program's health and nutrition curriculum includes opportunities for classroom cooking and tasting, gardening, and physical activities, to nurture children's development of a healthy lifestyle.

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
6.4.a. The program's curriculum integrates the introduction of new foods, food preparation and tasting experiences.		
6.4.b. The program curriculum offers opportunities for children to develop the knowledge and skills necessary to make appropriate food choices.		
6.4.c. Menus include foods that offer a variety of shapes, sizes, textures, and tastes to encourage acceptance of a broad range of foods.		
6.4.d. The curriculum may include experiences in gardening to encourage a respectful attitude toward the origin of food, including the growing and harvesting cycle.		
6.4.e. The program curriculum integrates planned activities around learning about exercise and movement.		
6.4.f. The program curriculum includes planned activities about health and environmental safety information such as wearing helmets, dangers of poisons, hazards of smoking, etc.		

PROGRAM GUIDELINE 6.5

Mealtime is used to encourage conversation and eating etiquette, preferably in a family-style setting.

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
6.5.a. Mealtime is a pleasant social and learning experience for children.		
6.5.b. At least one adult sits with children during meals to provide a positive role model, encourage conversation, and promote good nutrition habits. Program personnel work with families to support the development of good eating habits at home.	IT 6.5.b. Infants are fed individually by a single adult providing for personalized care, attention and interactions. Toddlers are fed in small groups to provide opportunities for both adult and child interactions during meals.	
6.5.c. Children are encouraged to serve themselves, to the extent possible, and assist with set up and clean-up of meals.		
6.5.d. Chairs, tables, and eating utensils are suitable for the size and developmental stages of children.	IT 6.5.d. Infants who are developmentally ready for sitting are fed in individual feeding chairs rather than in group feeding tables. Toddlers sit in groups around tables where the distance between children can be adjusted.	

Community Outreach & Collaboration

7.0

7.0 COMMUNITY OUTREACH AND COLLABORATION

A network of support services for children and families requires the involvement and collaboration of the public, private, tribal and charter schools, private and federal providers and community agencies, businesses, organizations and local governments. Success is achieved when early education programs, schools, businesses, and the community work together to strengthen the family's ability to meet its own needs. Being familiar with one's own community and local resource ensures comprehensive, appropriate, and supportive service delivery. Services to the child must be seen in the context of the whole family since the ability of the family to develop a network of support directly influences the well-being of the child. Social services for families should ensure the provision of building parental resilience; expand knowledge of parenting and child development, linkages to concrete supports when needed, support of children's social-emotional development and opportunities for developing social connections. Such a comprehensive system of family supports requires a clear and organized plan for assessing families' needs and building upon their strengths while effectively connecting them to community resources.

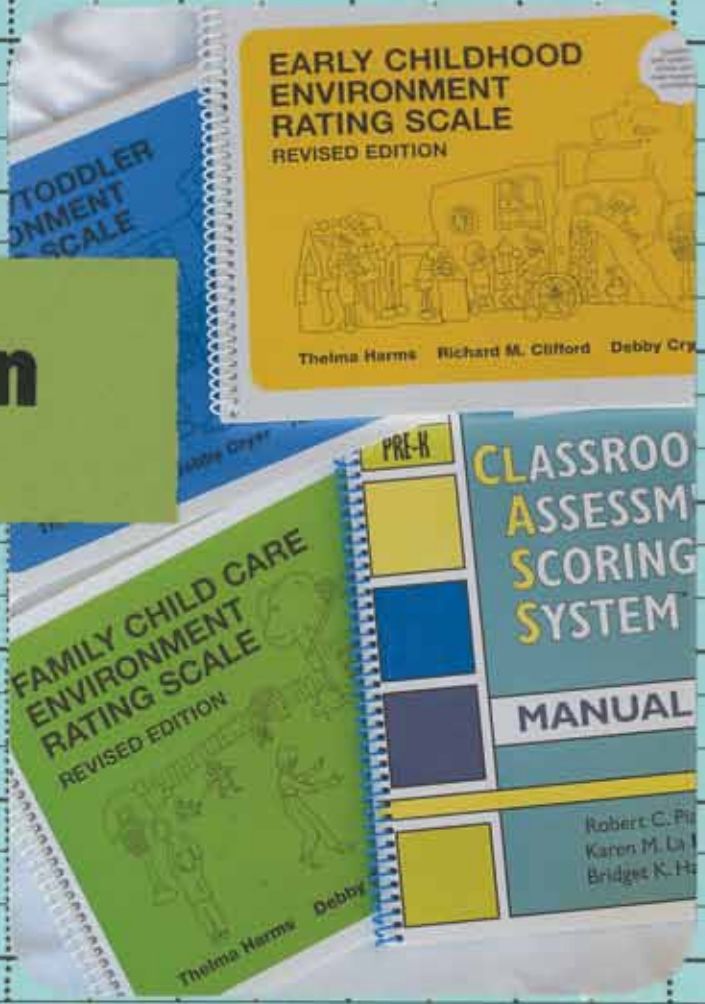
PROGRAM GUIDELINE 7.1

The program is supported by collaborative relationships within the community so that families are supported in a comprehensive manner.

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
7.1.a. Program procedures provide opportunities for the exchange of ideas among parents, early care and education providers, community leaders, school and district personnel, family literacy educators, special educators, and social service agency representatives.		
7.1.b. The early education program is included in the activities sponsored by community partners and schools.		
7.1.c. All early education programs work together to ensure children and families transition smoothly from home to program and between programs.		
7.1.d. The early education program collaborates with schools and community programs to facilitate transition to kindergarten.		
7.1.e. Providers collaborate across settings to ensure that children who need full day or extended care have access to wrap-around services when needed and appropriate.		
7.1.f. Program personnel take an active role in identifying the local resources and partners.		

8.0

Program Evaluation



8.0 PROGRAM EVALUATION

Effective program evaluation is integral to the maintenance of high quality. Program assessment must be systematic, on-going, multi-faceted, useful and designed and implemented by the program as a whole. The results from the assessment process provide information that is used to determine program successes as well as areas that require improvement. Program goals determined by the assessment are clearly defined, communicated and understood by all stake-holders including families. The systematic collection of information can offer a larger view of needs, challenges, and accomplishments as well as evidence of effectiveness and impact. The process is used as a means of professional growth and program improvement.

PROGRAM GUIDELINE 8.1

The early education program is assessed on an on-going basis and the results are used to acknowledge strengths and address challenges.

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
8.1.a. The early education program participates in a self-assessment process using the Program Guidelines for High Quality Early Education: Birth Through Kindergarten as the standards of quality. 8.1.b. Multiple indicators (e.g., parent surveys, teacher observations, program evaluation tools, etc.) are used to determine early education program effectiveness and quality. 8.1.c. Participants in program evaluations include a variety of stakeholders which may include, but not limited to: • Teaching & support staff; • administrators; • community/business partners; and • families. 8.1.d. Self-assessment includes the use of tools which align well to the goals of the program and that effectively measure indicators of quality prioritized by the program and may include: interactions among staff and children; curriculum and assessment; physical environment; health and safety; nutrition and food service; staff/parent interactions; administration; staff qualifications and development; staffing patterns, ratios and group size; and program evaluation. 8.1.e. The early education program includes the results of internal and/or external program reviews when making decisions about program improvement.		

Glossary of Terms

GLOSSARY OF TERMS

accessible – can be used, entered, reached or obtained independently by the child

all – intended for any adult who cares for and instructs young children in any early care and education setting including urban, rural, and tribal communities

brainstorming – a group technique designed to generate a large number of ideas for the solution of a problem

closely related field - a career or profession that include specified coursework and training in the theories and practices of early childhood education and supporting the growth and development of children ages birth to five. Coursework might include child growth and development, group management in early childhood settings, early childhood curriculum implementation, assessing young children, early childhood professionalism, or family and community relations

culture – behaviors, beliefs and characteristics of a particular social or ethnic group

developmental needs – individual needs of a child as they gradually progress through the stages of growth and learning

distraction (as used as an infant-toddler discipline strategy) - similar to redirection but instead of focusing on similar activities, choose activities that are unrelated to or opposite of the behavior the child is exhibiting; this method works best with behaviors that are not always inappropriate; it is not the best method for more serious behaviors or repeat offenses that need more work

ECE professional association – an organization seeking to further the knowledge, interests, and strategies of those adults working in early childhood settings; e.g., the American Academy of Pediatrics, National Association for the Education of Young Children (NAEYC), Council for Exceptional Children, Head Start, the National Academy of Sciences, National Council of Teachers of Mathematics (NCTM), the National Science Council and the National Association for Sport and Physical Education (NASPE)

formative assessment – the process of gathering and documenting information about children in an ongoing manner over time for the purpose of measuring progress toward a goal and adapting curriculum and instruction; designed to give feedback on progress towards development of knowledge, understanding and skills rather than for marks or grades

group feeding tables – a table that has multiple seats either set into the table top or in some way attached to the table to allow for feeding more than one child at a time.

heritage – practices handed down from past generations by tradition

high quality - meeting a standard that effectively meets children's developmental needs; occurs when children are actively engaged and interested in their learning; children have opportunities to be independent and have a measure of control over their won learning; children feel secure in their learning environment because of adult interactions and nurturing; children's learning is holistic and covers a variety of skills and knowledge; development of thinking skills to create ideas and solve problems are encouraged and supported.

IEP – Individualized Education Program; mandated by the Individuals with Disabilities Education Act (IDEA) which requires public schools to develop a plan specifying children's levels of development, goals for their learning and supports necessary to achieve the goals set for every student with a disability who is found to meet the federal and state requirements for special education; a written statement for each child with a disability that is developed, reviewed and revised annually by the local LEA

IFSP – Individual Family Service Plan; implemented in accordance with Part C of the Individuals with Disabilities Education Act (IDEA) - documents and guides the early intervention process for children ages birth to three years old with disabilities and their families

inclusion - occurs when children with and without disabilities play, develop and learn together

inclusive practices – ensuring learning activities, environments and interactions are both available and accessible to all children; ensuring that learning activities, environments and interactions are designed in a way that provides opportunities for children with disabilities to be full participants, independent, and socially involved with their peers who have typical development while engaged in the daily activities and routines of a classroom or home setting.

individual feeding chair – a chair in which only a single child can sit and be fed; may include a detachable tray and footrest or allow for a child's feet to touch the ground while sitting at a table

intentionally designed – purposefully planning an activity, lesson, or center to create an opportunity, achieve a specific outcome, or meet a learning goal

learning area – the physical space of a classroom organized with a variety of learning materials to engage children in learning through self-directed exploration; typically organized by type of learning that occurs in each area such as dramatic play, blocks, science, etc.

natural consequences – a behavior that produces a natural flow of events without interference of the teacher

open-ended question – allowing for a spontaneous, unstructured response; typically has no right or wrong answer, but prompts deeper thnking or problem-solving; often begins with "how," "why" or "what if…"

parental resilience – the ability to cope and bounce back from all types of challenges

play as an instructional strategy – organized, goal-oriented, focused and intentional play in which children use a variety of open-ended materials to promote learning and development through hands-on inquiry; in concert with adult planning, guidance, support, and follow-up, play is a vital experience of early development and promotes development of the whole child; it is important that children explore and apply new skills through experiences that are interesting, satisfying, and respectful of their desire to touch, hear, see, smell and taste

positive guidance - addressing typical discipline encounters with positive, helpful strategies: redirection, active listening, conflict resolution, and recognizing and dealing with strong emotions; limits/boundaries are clearly set and communicated

positive reinforcement – giving encouragement for a specific, desired behavior which builds self-esteem and inspires confidence

process (as used to describe children's creative expression) – the steps or course of action a child chooses on their own to achieve a result, usually in creating a piece of artwork

product –the end result of a process; in early childhood the process – chosen and directed by the child – should be the priority, not the product

redirection – to manage, guide or change focus by offering the child an opportunity to participate in a similar activity; refocus the child's energy into something positive; redirection stops the inappropriate activity immediately and sets the groundwork for learning right from wrong by equipping the child with an appropriate alternative or outlet for his desires

reflective supervision – guiding staff in a way that provides respect and thoughtful exchanges of information. Supervisory activities are provided in such a way that they support a process of ongoing teamwork, sharing of ideas and expectations, and working together to outline plans for improvement and/or professional growth and development

rote learning – learning that occurs by focusing on memorization and repetition rather than developing understanding of a subject or concept through thinking skills or problem solving development (e.g. saying or singing the "ABCs" or counting to 10 out loud without the use of objects

service delivery – a set of concepts and practices that offer comprehensive instruction and support for the child

stereotypes - generalized and simplified conceptions of groups, based on prior assumptions

transitions – a moving from one experience, stage, or activity to another; change

usable space – the areas of a classroom that can be accessed by the children for the purpose of participating in play and other daily activities and routines. Usable space does not include space occupied by furnishings inaccessible to children such as tall, locked cabinets.

Effective Instructional Strategies

EFFECTIVE INSTRUCTIONAL STRATEGIES

Effective Instructional Strategies are ways that teachers present information to children that make concepts concrete and allow children to make connections to their prior knowledge. The challenge of the early education teacher is to narrow the achievement gaps and improve academic performance of all children. To meet this challenge, teachers need to be cognizant that young children do not distinguish learning by subject area. Instead, a child's progress in one domain continues to influence and *be* influenced by progress in other domains. Healthy brain development of children in this age range requires meaningful connections by using the following effective instructional strategies.

Intentional Teaching, Child-Centered Instruction & Individualized Instruction:

- Establish a classroom designed for students with specific areas identified into learning centers.
- Offer a variety of materials that emphasize creativity, problem-solving and independence.
- Provide practice through developmentally appropriate activities.
- Connect learning to the child's previous experiences.
- Direct and support student's use of academic language with key vocabulary being emphasized and used throughout the day.
- Promote interactions and discussions related to the learning along with ideas originating from the students.
- Offer immediate feedback to students to provide instructional pacing throughout the learning process.
- Look for ways to apply reasoning, problem-solving and other cognitive skills.

Optimal Achievement:

- Use curriculum that is intellectually challenging and engages the children's interests and senses.
- Integrate the curriculum by illustrating connections between domains.
- Encourage positive relationships between teachers and children.
- Focus on student engagement in learning. Activities should be enjoyable and interesting to the children.
- Expand memory and reasoning capacity by connecting new learning with prior knowledge.
- Encourage persistence and effort when meeting more difficult tasks.
- Provide explicit modeling and explaining
- Ensure meaningful learning for each individual child.

Teacher Techniques: (There should be a balance between teacher driven and student driven activities in the daily schedule.)

- Focus on the Whole Child
- Whole Group
- Small Group
- Individualized Instruction
- Center/Child Choice Time (should include child/teacher interactions)
- Concrete Experiences
- Process-Oriented Projects
- Cooperative Learning Projects
- Predictable and Interactive Daily Routines/Schedules
- Smooth and Meaningful Transitions
- Limited Wait Time

Learning Environment:

- Create a climate of fairness, caring, and respect that is maintained at all times.
- Clearly define and maintain acceptable behavior, routines, and transitions.
- Reinforce the children's efforts and provide recognition.
- Offer rich language and an environment centered in literacy.
- Establish an environment that encourages exploration.
- Play is used as an effective instructional strategy. Through play in a content-rich environment, children not only develop social and motor skills, but also begin to make sense of the world around them, building the foundations they will need to become capable, enthusiastic learners and responsible, healthy adults.
- Model and encourage student engagement in learning centers, whole and small group activities.
- Create a classroom that will allow the teacher to monitor and supervise the whole group while providing individualized instruction.
- Create a culture of authentic assessment and continuous learning.
- Offer connections to families and the community that surrounds the classroom.

Please Note:

- Worksheets are NOT an Effective Instructional Strategy for young children. Determine the goal of the worksheet or the standard it is addressing and convert it into an active learning opportunity.

SUGGESTED LEARNING AREA MATERIALS

The materials and supplies listed below describe the contents of well supplied learning centers in the early learning environment. All material should represent a variety of diverse cultures, styles and traditions. You will also discover that many of the listed supplies will nicely overlap into other learning center.

CENTER	MATERIALS		MATERIALS
Dramatic Play	Brushes, Combs Cabinet or Shelves Cooking Utensils Doll Bed Doll Clothes Doll Stroller, High Chair, Crib Dolls (male, female, ethnic, with disabilities) Dress Up Clothes and Jewelry Eating Utensils Empty Product Boxes Functional Reading Materials (store ads, menus, catalogs) Housekeeping Tools (mop, broom, dust pan, ironing board, iron, bucket, sponge) Mirrors (hand and full-length) Phone Message Pad Pictures Pots and Pans Refrigerator	*Dramatic Play cont.*	Sink Story Books and Magazines Stove Table and Chairs Telephone and Phone Book
		Example Grocery Store	*Writing Tools and Note Paper Cash Register* *Coins and Paper Money* *Empty Produce Boxes and Cans* *Grocery Carts* *Magazines/Newspapers* *Paper and Pencil (for making shopping lists)* *Paper and Plastic Bags* *Plastic Fruits and Vegetables* *Product Category Signs* *Shelves* *Shopping Lists with Words and Pictures*

CENTER	MATERIALS		MATERIALS
Blocks	Books on Construction Cardboard Blocks Durable Cardboard Boxes (various sizes) Hollow Blocks Lincoln Logs Magnetic Building Shapes Materials for Making and Posting Signs People (family sets, community workers, representing various ethnic groups and showing males and females in a variety of roles)	*Blocks Cont.*	Pictures and Photographs Tinker Toys Traffic and Other Functional Signs Train Tracks Transportation Vehicles (cars, trucks, dump trucks, airplanes, helicopters, spaceships, trains, boats, fire engines, buses) Variety of Animals Made of Rubber, Wood, Vinyl or Plastic (farm, zoo, dinosaurs, aquatic) Wooden Unit Blocks

CENTER	MATERIALS		MATERIALS
Art & Other Creative Experiences	Art Posters Blunt Scissors Bulletin Board or Clotheslines for Displaying Art Crayons Chalk Clothespins or Push Pins Craft Sticks Craft Trim Do-A-Dot Markers Easels Fabric Scraps Feathers Finger Paint Foam Foam Beads Glue, Glue Sticks, Tape Hole Punch Large Paper (minimum size 12" x 18") Model Magic Newspaper Paint Brushes of Various Sizes Paper Towels	*Art & Other Creative Experiences cont.*	Pasta Pencils Pipe Cleaners Play dough or Clay Pom Pom Balls Ribbon Sandpaper, Wrapping Paper, Wallpaper Samples Smocks or Old Adult-Sized Shirts Sponges Stamp Pads and Stamps Stapler String Styrofoam Packing Pieces (for table painting) Tempera Paint Toothbrushes Various Types of Paper (manila, newsprint, construction, butcher) Washable Markers Watercolors Weaving Materials Wikki Sticks Yarn

CENTER	MATERIALS		MATERIALS
Library/Media	Audiovisual Materials (easy to operate tape or CD players) Beginning Computer Software (simple programs for drawing, sequencing, learning about the computer) Book Display Rack Books Made with Children Books with Tapes/CD's/Videos (purchased or teacher made) Carpet, Rug or Carpet Squares Chairs and Pillows Chart Stories Made With Children Children's Original Poems and Stories	*Library/Media cont.*	Felt Board and Pieces for Story Telling Fiction and Non-Fiction Books (picture, patterned, wordless, poetry) Functional Print (menus, greeting cards, maps, lists etc.) Magazines, Newspapers, Catalogs Pictures Puppets Reference Books Storytelling Props Stuffed Animals

CENTER	MATERIALS		MATERIALS
Reading & Writing	A Variety of Books (fiction, non-fiction, picture books, dictionaries, etc.) Alphabet Blocks, Alphabet Cards An Old Computer Keyboard Book Jackets, Posters Chalkboard or Whiteboard Child Accessible Shelf for Organizing Supplies and Materials Envelopes Environmental Print Erasers Glue, Glue Sticks, Tape Magnetic Surface Mail Box or Message Center	*Reading & Writing cont.*	Moveable Letters (can be magnetic) Paper of all Kinds, Lined and Unlined Picture, Alphabet and Word Games Pictures and Photographs Print Models (poems, chart stories, word lists) Rubber Stamps/Stamp Pads (letters and pictures) Small Blank Books Stencils Used Postage Stamps Word Cards with Words and Pictures Writing Tools (chalk, pencils, ink pens, markers, crayons)

CENTER	MATERIALS		MATERIALS
Mathematics	Attribute Blocks or Links Balance/Scale Beads and String Old Playing Cards (with the face cards removed) Collections for Counting, Sorting and Classifying (buttons, stones, marbles, spoons, straws) Cuisenaire Rods Dominoes Egg Cartons Geoboards Geometric Shapes of Various Sizes Magnetic Numbers Magnetic Surface Math Concept Books and Puzzles Math Games Measuring Cups and Spoons Nesting Sets	*Mathematics cont.*	Number and Counting Puzzles Number Blocks and Cubes Number Line (on wall and movable) Old Ice Cube Trays Paper, Pencils, Crayons and Erasers Parquetry Blocks Pattern Cards Pegs and Peg Boards Pennies and Other Coins Plastic Plates or Lids for Making Sets Readable Patterns Rulers and Tape Measures Sets of Small Manipulatives (Cars, bears, etc.) Shapes and Colors Unifix Cubes

CENTER	MATERIALS		MATERIALS
Sand & Water	Buckets of Various Sizes Cookie Cutters Different Mediums for the Sand/Water Table (e.g., rice, beans, moon sand etc.) Egg Beater Funnels Liquid Detergent Measuring Cups Objects that Sink and Float Plastic Containers of all Sizes Scale or Balance	*Sand & Water cont.*	Shovels and scoops Sieves, Strainers, Containers with holes Small Boats Small Trucks and Cars Sponges Straws Tubes Water and Food Coloring Water Pump Water Wheel

CENTER	MATERIALS		MATERIALS
Games, Puzzles & Manipulatives	Association Games Attribute Games Beads and String Concept Games Cooperative Games (lotto, dominoes, bingo, concentration, matching games, card games) Games Based on Literature Games with Outcome Based on Chance not Strategy Interlocking Blocks Items to Snap, Button, Zipper and Lace	*Games, Puzzles & Manipulatives cont.*	Items to Take Apart and Put Back Together Lincoln Logs Pattern Cards Puzzles (large floor as well as small table top ones) Sewing Cards Sorting Trays Textured Puzzles Tinker Toys Visual Discrimination Games

CENTER	MATERIALS		MATERIALS
Wood Working	Aprons Cardboard Duct Tape Golf Tees Hammers Nails/Screws Safety Glasses (mandatory)	*Wood Working cont.*	Safety Gloves Saw Screwdrivers Styrofoam Wood Glue Wood Scraps Workbench

CENTER	MATERIALS		MATERIALS
Music & Movement	Bells and Bell Bands Bongo Drums CD's or Cassettes with Children's Music as well as other genres Child Made Instruments Cymbals Drums Easy to Use CD or Cassette Player Finger Castanets Giant Scarves	*Music & Movement cont.*	Kazoos Maracas, Shakers, Rattles Rain Maker Rhythm Sticks Tambourines Triangles Wrist Ribbons Xylophones

CENTER	MATERIALS		MATERIALS
Science	Ant Farm Aquarium Assorted Leaves Balance/Scale Books (animals, trees, rocks, weather, seasons, space, the body etc.) Bubbles Bug Scope Butterfly Pavilion Light Table Magnets and a Variety of Magnetic and Non-Magnetic Items Marbles of Varying Sizes and Weights Measuring Tapes or Rulers Observation Station	*Science cont.*	Pictures and Posters (animals, nature, rocks, weather, space, body, seasons) Pieces of Wood, Branches or Sticks Plastic Bugs, Animals, etc. Plastic Containers (varying sizes) Rocks Sensory Dome Shells Telescopes Terrarium Tornado Tubes Wood Ramps of Varying Lengths

CENTER	MATERIALS		MATERIALS
Social Studies	Baby Dolls (multicultural) Books (community helpers, other cultures, countries, geographic locations, deserts, plains, cities, oceans etc.) Building Blocks Calendars Drawing Tools (pencils, crayons in multicultural skin colors, markers, rulers) Games that Require Cooperation Globes Lincoln Logs Maps	*Social Studies cont.*	Newspapers Paper (for making maps, drawing pictures of communities and families) Posters or Pictures (that show their community and other communities) Poster or Pictures of Feelings Puppets Puzzles Songs and Stories from Other Cultures Trucks, Cars, Buses, Trains, Airplanes, Helicopters – Modes of Transportation

CENTER	MATERIALS		MATERIALS
Outdoor Equipment	Balls for Kicking, Throwing, Catching Bean Bags and Other Materials to Throw at Targets Bubble Liquid, Variety of Wands Climbing Structures with Various Moving Parts (swings, bars, ladders, hanging rings) First Aid Kit Plastic or Metal Ride-ons, (such as low-slung tricycles; helmets should be available)	*Outdoor Equipment cont.*	Realistic Ride-ons (cars, trucks, horses) Sidewalk Chalk Slides Small Seesaws Soft Balls to Hit with Large Plastic Bats Structures with Potential for Role-Playing Activities Toys Listed in Sand Table Section

CENTER	MATERIALS
Adaptive Materials for Children w/Special Needs	*Boardmaker Pictures *Puzzles with Knobs *Specialized Utensils *Switch Activated Toys *These materials should be included into each of the centers as appropriate.

Resources

RESOURCES

PROFESSIONAL RESOURCES

- American Academy of Pediatrics – www.aap.org
- Arizona Association for the Education of Young ChidIren (AzAEYC) – www.azaeyc.net
- Arizona Department of Education – www.azed.gov
- Association for Childhood Education International (ACEI) – www.acei.org
- Council for Exceptional Children (CEC) – www.cec.sped.org
- First Things First – www.azftf.gov
- National Academy of Sciences – www.nationalacademies.org
- National Association for Sport and Physical Education (NASPE) - www.aahperd.org/naspe/
- National Association for the Education of Young Children (NAEYC) - www.naeyc.org
- National Center for Research on Early Childhood Education (NCRECE) – www.ncrece.org
- National Child Care Information and Technical Assistance Center (NCCIC) – www.nccic.acf.hhs.gov
- National Council of Teachers of Mathematics (NCTM) – www.nctm.org
- National Head Start Association – www.nhsa.org
- National Professional Development Center on Inclusion (NPDCI) – www.fpg.unc.edu/npdci
- PreK Now – www.preknow.org
- Zero to Three – www.zerotothree.org

CURRICULUM RESOURCES & ASSESSSMENT TOOLS

Curriculum Resources

- High/Scope www.highscope.org
- Developmental Interaction Approach www.bnkst.edu
- Constructivism www.ncrel.org
- Creative Curriculum www.teachingstrategies.com
- Project Approach www.projectapproach.org
- Montessori www.montessorird.org
- Reggio Emilia www.reggiochildren.com
- Scaffolding Early Literacy Program www.mcrel.org/topics/earlychildhood/services/41/

Assessment Tools

- Teaching Strategies GOLD™ Birth *Through* Kindergarten; Teaching Strategies, Washington, DC
- pals™ PreK; Phonological Awareness Literacy Screening, Charlottesville, VA
- Peabody Picture Vocabulary Test (PPVT); Pearson, San Antonio, TX

Program Assessment Tools

- Early Childhood Education Quality Improvement Process (ECQUIP)
- Early Childhood Environmental Rating Scales (ECERS-R, ITERS-R, FCCERS-R)
- Classroom Assessment Scoring System (CLASS)
- Assessment of Practices in Early Elementary Classrooms (APPEC)
  Preschool Program Quality Assessment (PQA)
- Early Language and Literacy Classroom Observations (ELLCO)
- Arnett Caregiver Scales
- WestEd Teach for Success (T4S)
- Program Administrative Survey (PAS)

QUALITY IMPROVEMENT & ACCREDITATION ORGANIZATIONS

First Things First: Quality First!
4000 N. Central, Suite 800
Phoenix, AZ 85012
(602) 771-5100
www.azftf.gov

National Association for the Education of Young Children
1509 16th Street North West
Washington D.C. 20036
(800) 424-2460
www.naeyc.org

Association for Christian Schools International
326 S. Wilmot Road Ste. A110
Tucson, AZ 85711
(520) 514-2897
www.acsi.org

American Montessori Society
281 Park Avenue South 6th Floor
New York, NY 10010
(212) 358-1250
www.amshq.org

National Accreditation Commission for Early Care and Education Programs
P.O. Box 982
Christiansburg, VA 24073
(800) 537-1118
www.naccp.org

National Early Childhood Program Accreditation
1029 Railroad Street
Conyers, GA 30207
(800) 543-7461
www.necpa.net

First Things First
4000 N. Central, Suite 800
Phoenix, AZ 85012
www.azftf.gov

Arizona Department of Education
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1535 West Jefferson
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