

Program Guidelines for High Quality Early Education: Birth through Kindergarten

3rd Edition

ACKNOWLEDGEMENTS

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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 (2009)

Quality early education helps prepare young children for success in school and later on 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 hasn’t typically been viewed as a part of public education for two primary reasons: It is not universally funded by the public; and 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. 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 activities and instructional strategies, interactions and relationships between staff, children and their families. The level of staff preparedness and stability, as well as the opportunity for on-going training, and responsive supervision of staff play equally important roles in ensuring children’s quality experiences. 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 are not about accelerating learning with the most expensive materials and explicit academic instruction. Instead programs should 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 include 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. In regard to child readiness for learning, research indicates that children are more ready to learn when supported in the following areas:

- physical well being;
- motor development
- social and emotional development
- approaches to learning;
- 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 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.

Quality Early Education Programs

This document is intended to provide guidance to establish excellence in Arizona early education programs birth through kindergarten. As such, it delineates guidelines for quality and provides a list of indicators that concretely describe what a program will look like when the guidelines are being met.

It is not meant 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 guidelines established by First Things First, and other published materials that cite indicators of quality in early education programs.

These guidelines and indicators address eight areas, all of which have been shown by current research to contribute to quality in programs for young children. These areas include:

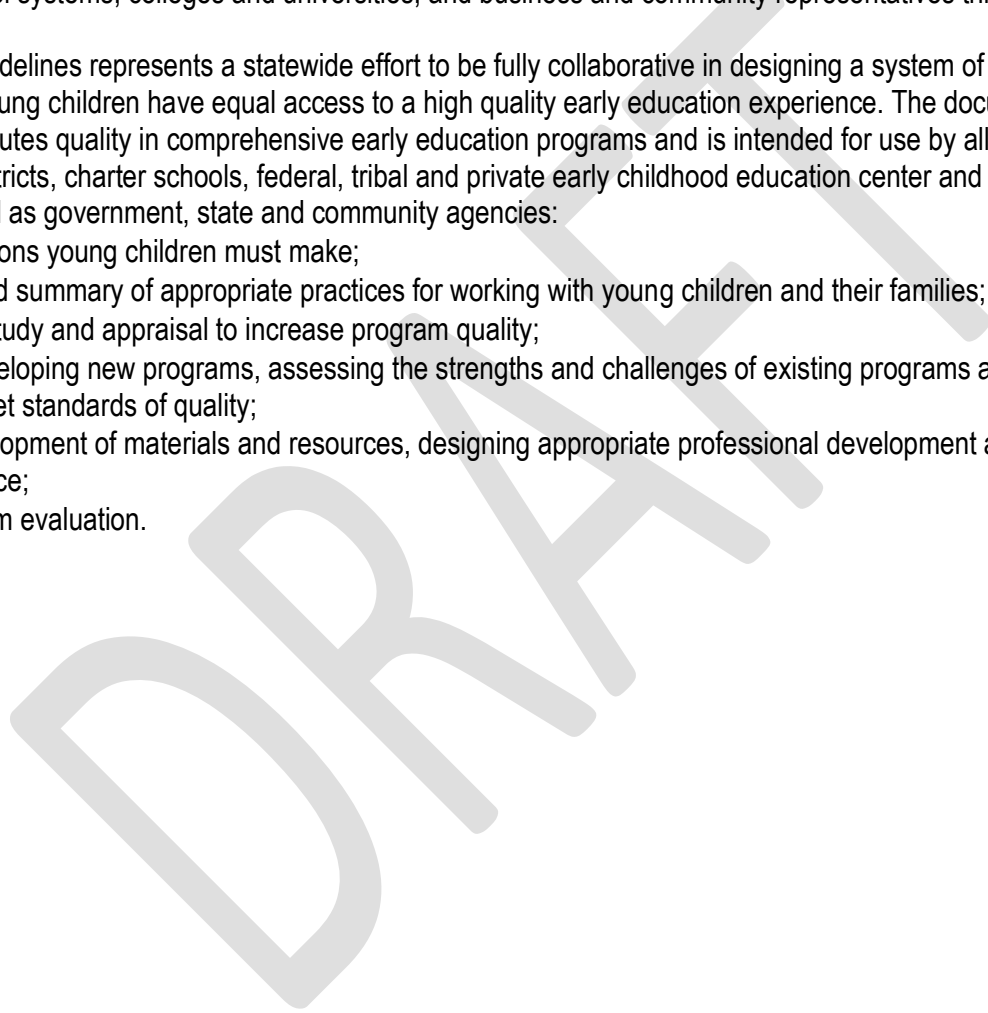
1. Program Administration and Personnel Qualifications
2. Daily Routines and Schedules
3. Program Practices and Child Assessments
4. Linguistic and Cultural Integration
5. Family Engagement and Support
6. Health and Nutrition

- 7. Community Outreach and Collaboration
- 8. Program Evaluation

The State Board of Education’s Early Childhood Advisory Council originally developed the guidelines in 1993 with input from early childhood educators from local school systems, colleges and universities, and business and community representatives throughout the state.

This third edition of the guidelines 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. The document incorporates professional consensus on what constitutes quality in comprehensive early education programs and 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:

- to facilitate transitions young children must make;
- as a short, detailed summary of appropriate practices for working with young children and their families;
- as a tool for self-study and appraisal to increase program quality;
- as a guide for developing new programs, assessing the strengths and challenges of existing programs and in identifying/ recognizing programs that meet standards of quality;
- to use in the development of materials and resources, designing appropriate professional development activities, and for training and technical assistance;
- to conduct program evaluation.



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.

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

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

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, decision makers, and composers. As you establish a structure for your day through consistent, predictable classroom routines and schedules, the needs of the children should be taken into consideration to ensure that the environment being created is safe and secure. This in turn will effectively contribute to the development of the child's independence. A high quality program also gives children recognition and respect as they endeavor to act on, understand, and expand the world they already know. Numerous resources exist to guide program directors, teachers, and staff in planning activities to promote learning in all developmental areas.

PROGRAM GUIDELINE 2.1
All children have daily opportunities to learn through child-initiated and teacher-directed experiences that match the needs, interests, and developmental levels of the children.

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
2.1.2 The daily schedule includes a balance of large group, small group and individual experiences. The younger the child, the more the activities should be individual or small group.	I-T2.1.2 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.	K2.1.2 A variety of learning formats occur throughout the day including, but not limited to, large group, small group, play/learning centers and consistent daily routines. There is ample opportunity for self-instruction and shared learning.

PROGRAM GUIDELINE 2.2
Children are encouraged to inquire about their environment, reflect on their experiences, and develop communication skills. Staff actively seek meaningful, extended conversations with children.

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
2.2.1 Children are encouraged to think and to communicate their thinking in different ways such as labeling; describing; reconstructing past experiences; proposing alternatives; making comparisons; classifying; enumerating; synthesizing; evaluating; predicting; transforming; and hypothesizing.		

Supplemental Indicators – Specific indicators of what the guideline looks like in practice for either Infant-Toddlers or Kindergarten if different from the Indicator for ALL Early Learning Programs.

Supplemental Indicators are color coded: **green** for Infant-Toddler Supplemental; **orange** for Kindergarten Supplemental

Blue indicates that the Indicator is for ALL Early Education Programs

1.0 PROGRAM ADMINISTRATION AND QUALIFICATION

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
<p>1.1.a. The concepts in the early education program philosophy are consistent with developmentally appropriate and culturally relevant practices and indicators of quality.</p> <p>1.1.b. The philosophy is shared in written form with all personnel at each site who administer and implement the program.</p> <p>1.1.c. The philosophy is evident in program practices at the site level.</p>		

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
<p>1.2.a Program Administrator Qualifications for Arizona Department of Education State funded early education programs:</p> <ul style="list-style-type: none"> • Advanced degree in Early Childhood Education, Child Development or related field (developmental psychology, early childhood special education) with one year full time teaching experience with young children. OR • A Bachelors degree in Early Childhood Education, Child Development or related field (developmental psychology, early childhood special education) with 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. 		

<p>1.2.b Program Administrator Qualifications for other federal, state or privately funded programs</p> <ul style="list-style-type: none"> • Bachelor's degree in early childhood education or a closely related field with 6 credit hours in administration; 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; AND • 1 year experience in an early care and education program <p>1.2.c Teacher Qualifications for ALL programs: At least 6 months experience working successfully with families, organizations and agencies representing the diverse cultures and lifestyles in the community served.</p> <p>1.2.d Teacher Qualifications for Arizona Department of Education State funded early education programs (required as of July 1, 2012):</p> <ul style="list-style-type: none"> • Current National Board Certification in Early Childhood; OR • a bachelor's degree in Early Childhood and a current Arizona Certification or Endorsement in Early Childhood Education. <p>1.2.e Teacher Qualifications for other federal, state or privately funded programs:</p> <ul style="list-style-type: none"> • 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; AND • six months experience in an early care and education program. <p>1.2.f Assistant Teacher Qualifications for Arizona Department of Education State funded early education programs:</p> <ul style="list-style-type: none"> • Must meet NCLB highly qualified requirements. • Hold an associate's degree in early childhood education/child development; OR • a Child Development Associate (CDA) credential in early childhood education/child development; OR • a college certificate in early childhood education/child 	<p>IT1.2.a Teacher Qualifications: 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]).</p>	<p>K1.2.a Teacher Qualifications (required as of July 1, 2012)</p> <ul style="list-style-type: none"> • Valid provisional/standard teaching certificate in early childhood education • OR valid provisional/standard teaching certificate in elementary education with an Early Childhood endorsement.
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development; AND

- six months experience working with young children.

1.2.g Assistant Teacher Qualifications for other federal, state or privately funded programs

- At least fifty percent of assistant teachers has a high school diploma or equivalent with at least 9 months experience in an early care and education program.
- The other fifty percent have at least 3 months experience in an early care and education program.

1.2.h Family Support Personnel Qualifications:

- 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.

1.2.i At least one member of the early education program will be capable of communicating with the population represented in the program.

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
<p>1.3.a Ratios and group sizes are maintained at levels which meet high quality standards</p> <ul style="list-style-type: none"> 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. <p>1.3.b In mixed age classrooms, programs use the ratio and group size of the youngest child enrolled.</p> <p>1.3.c Ratios are adjusted based upon the number of children with disabilities and the individual needs of the children enrolled.</p> <p>1.3.d The early education program adheres to a children’s attendance policy set by the program.</p> <p>1.3.e The early education program has a personnel policy manual written and available for early education staff.</p> <p>1.3.f The early education program will operate for a minimum of 12 hours per week to maximize opportunities for learning.</p> <p>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 <i>may include</i> 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.</p> <p>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</p>	<p>IT1.3.a Ratios and group sizes are maintained at levels which meet high quality standards</p> <ul style="list-style-type: none"> 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. <p>IT1.3.b Small groups of infants and toddlers are primarily cared for by one, consistent staff member/teacher throughout daily routines and activities.</p>	<p>K1.3.a No more than 20 children are enrolled per group.</p> <p>K1.3.b 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.</p>

ratios).

- 1.3.i** Materials developed for the program, including but not limited to, educational materials, curriculum materials, or family outreach materials, will be reflective of cultures represented in the community.
- 1.3.j** Current emergency contact information on each child is maintained on a state-approved form.
- 1.3.k** Up-to-date health records are maintained on each child, including information about age-appropriate immunizations, allergies, and chronic illnesses.
- 1.3.l** Policy is established and enforced regarding children's attendance restrictions due to illness and re-admittance requirements.
- 1.3.m** Program has written exclusion policies regarding ill staff.
- 1.3.n** 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.

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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.	IT1.3.a 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.	
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.) (See Appendix A)		
1.4.c Early childhood staff participates in ongoing 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.		
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 educational 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.		

<p>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.</p>		
<p>1.4.i Administrators meet individually with program personnel at least monthly to review supervisor observations, provide feedback, and discuss ongoing professional growth and development opportunities and activities.</p>		

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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 2.1

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
<p>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, and waiting.</p> <p>2.1.b Children participate in free choice learning activities outside every day, weather permitting, for a minimum of 20-30 continuous minutes.</p> <p>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.</p> <p>2.1.d Adult-directed learning activities are related directly to children's real-life experiences, and are presented in ways that encourage active participation and within meaningful contexts.</p> <p>2.1.e Adult-directed learning activities take up a minimal amount of the daily schedule. Instead active engagement with children during self-directed learning is used by personnel to promote learning concepts, encourage creative thinking and develop social interactions and communication.</p> <p>2.1.f Each program will identify and set aside blocks of time daily (60 min. per ½ day program) for uninterrupted, intentional, child-initiated learning through play. Children's self-directed experiences are</p>	<p>IT 2.1.a Free play occurs for much of the day. No long periods (no more than one minute) of waiting during transitions between scheduled activities. Distress or other problems are minimal for infants and toddlers while transitioning.</p> <p>IT 2.1.b 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.</p> <p>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.</p>	<p>K2.1.a The daily schedule provides for an emphasis on child-initiated learning through center activities, and reflects a balance of intentional individual and group activity as well as indoor and outdoor experiences. The teacher strives to incorporate enthusiasm and engagement to foster a positive frame of mind about school.</p>

<p>facilitated through the use of indoor and outdoor learning areas, which might include, but are not limited to:</p> <ul style="list-style-type: none"> • dramatic play (not limited to housekeeping); • blocks; • art and other creative experiences (not limited to easel painting); • library (reading-listening); • writing; • mathematics; • sand/water; • games/puzzles/manipulatives; • woodworking; • music; • computers and technology; • science; and • social studies. <p>2.1.g A procedure is used to help children think about and plan their experiences within the day's activities.</p> <p>2.1.h The daily schedule includes ample time for outdoor, child-initiated learning activities that are planned and intentionally designed.</p> <p>2.1.i The daily schedule includes specific times when children participate in activities that encourage movement and physical activity.</p>	<p>IT 2.1.d A variety of both active and quiet play activities are available to meet the needs of infants and toddlers.</p>	
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PROGRAM GUIDELINE 2.2		
<i>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.</i>		
Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
<p>2.2.a Each child is treated with warmth, care, and respect, regardless of socioeconomic, racial, or cultural background, gender, ability or appearance.</p>	<p>IT 2.2.a 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.</p>	<p>K 2.2.a Children are encouraged to engage in friendships that involve sensitivity,</p>
<p>2.2.b Desired behaviors are stated and modeled and opportunities are</p>		

<p>provided for children to act in age-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.</p> <p>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.</p> <p>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 by children and positively received.</p> <p>2.2.e Children are assisted in negotiating disagreements among themselves 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.</p> <p>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 help lead these choices.</p> <p>2.2.g Regard for others, self-regulation and positive social interactions are demonstrated and encouraged by the adults present.</p> <p>2.2.h Adults facilitate social relationships between children, including children with special needs, during play and other learning experiences.</p> <p>2.2.i Children are comfortable in expressing their ideas and opinions.</p> <p>2.2.j Clear, consistent and age appropriate rules and expectations are set, understood, and consistently enforced.</p> <p>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</p>	<p>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).</p>	<p>caring, emotional expressiveness, sharing, cooperation and joy.</p>
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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
<p>2.3.a Sufficient time is allocated for children to transition between activities such as clean up and prepare for the next experience.</p> <ul style="list-style-type: none"> • Transitions are viewed as essential parts of the curriculum and are included in the teacher's lesson plans. • During transitions, 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. <p>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.</p> <p>2.3.c A wide variety of teaching methods and materials using all of children's senses are incorporated to maintain children's interests and encourage active participation.</p> <p>2.3.d Program personnel effectively guide children's understanding of an activity's learning objective. Staff use statements that both summarize and reorient children's conversations to guide children's thinking and understanding of what is being learned.</p> <p>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</p>	<p>IT2.3.a Routine care areas such as diapering, toileting, hand washing, and feeding are easily accessible and conveniently arranged with furniture placed to encourage the development of self-help skills.</p> <p>IT2.3.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.</p>	

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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
<p>2.4.a The program provides interactive and continuous adult supervision and is in compliance with state licensing and/or program accreditation requirements.</p>	<p>IT2.4.a Effective and safe hand washing and diapering procedures (as outlined in the Infant and Toddler Environmental Rating Scales) are strictly adhered to so as to cut down on the spread of germs and disease. (See Appendix: “ “)</p>	
<p>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.</p>		
<p>2.4.c Furniture in the environment is sturdy, in good repair, and an appropriate size for the children. There is adequate floor space to allow for large muscle experiences indoors.</p>		
<p>2.4.d 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.</p>		
<p>2.4.e Materials and objects in the learning environment are clean and in good condition.</p>		
<p>2.4.f Indoor space is free from vermin, asbestos, radioactive gas (radon), visible soil, and lead.</p>		
<p>2.4.g 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.</p>		
<p>2.4.h 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 stations themselves throughout the playground to facilitate appropriate interactions and maximum supervision.</p>		

<p>2.4.i Children learn about personal hygiene, nutrition, first aid, accident prevention, and safety through naturally occurring events.</p> <p>2.4.j Sign-in/sign-out procedures are implemented which insure that:</p> <ul style="list-style-type: none"> • 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. <p>2.4.k Transportation providers ensure that a door-to-door delivery/pick up system is in place.</p> <p>2.4.l 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.</p>		<p>K2.5.13 Children are supervised during drop off and pick up times to ensure child safety.</p> <p>K2.5.14 Transportation provides education for children concerning bus safety, riding habits, and behavior expectations.</p>
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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 ongoing 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 evolves from children's needs, interests, and experiences; facilitates their independence, exploration, and discovery; 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
<p>3.1.a The early education environment is organized into learning areas with open shelves and is arranged so children can access materials independently and can function with a minimum of direction. Furniture is low and arranged so all areas of the room may be visually supervised.</p> <p>3.1.b Each learning area has an adequate amount, as well as a wide variety of concrete, real and relevant materials and activities,</p>	<p>IT3.1.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</p>	

<p>(including some duplicates) which address each child's needs, interests, and skill level and are frequently rotated in order to maintain student curiosity and engagement during center and activity time. (see Appendix)</p> <p>3.1.c Teachers regularly assess each center to ensure there are appropriate materials and manipulatives for every student's developmental level.</p> <p>3.1.d The location and space allocated to each learning area facilitates the kinds of activities taking place in that area.</p> <p>3.1.e 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.</p> <p>3.1.f 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.</p> <p>3.1.g The environment is bright and cheerful, but not visually overwhelming. It reflects the children's community and current experiences.</p>	<p>engaging infants and toddlers.</p> <p>IT3.1.b Infant and toddler play areas are separate from older children. Outdoor environments include different types of surfaces to allow for a variety of play.</p> <p>IT3.1.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.</p> <p>IT3.1.d 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.</p>	
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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
<p>3.2.a Curricular activities are aligned with the Arizona Early Learning Standards and reflect the national, current, research-based practices for young children as established by professional organizations including the American Academy of Pediatrics, National Association for the Education of Young Children (NAEYC), Council for Exceptional Children, Head Start, and the National Academy of Sciences.</p> <p>3.2.b The curriculum is sufficiently broad and open-ended to enable the teacher to address the strengths and instructional 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.</p> <p>3.2.c Curricular themes or topics reflect the children’s interests, experiences and culture. Themes or topics, as well as spontaneous events have meaning for children (e.g., a new baby, family traditions, etc.).</p> <p>3.2.d Written lesson plans reflect an incorporation of the Arizona Early Learning Standards.</p> <p>3.2.e The teacher can explain how each day’s plan addresses children’s individual developmental levels in relation to the Arizona Early Learning Standards, enhances their strengths, contributes to their understanding of a concept or project, and promotes continuity with previous learning experiences.</p>	<p>IT3.2.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.</p> <p>IT3.2.b Curriculum is designed around the individual schedules and routines of infants and toddlers.</p>	<p>K 3.2.a Curricular activities are aligned with the Arizona Academic Standards for Kindergarten and reflect the national current, research-based practices for young children as established by organizations including the American Academy of Pediatrics, National Association for the Education of Young Children (NAEYC), Council for Exceptional Children, and the National Academy of Sciences.</p> <p>K 3.2.b Written lesson plans reflect an integration of the Arizona Academic Standards for Kindergarten.</p> <p>K 3.2.c The teacher can explain how each day’s plan addresses children’s developmental levels in relation to the Arizona Academic Standards, enhances their strengths, contributes to their understanding of a concept or project, and promotes continuity</p>

<p>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.</p> <p>3.2.g Teachers involve children and note their interests in planning curricular activities, by asking questions and identifying areas for future investigation. They encourage persistence and effort in lieu of praising and evaluating what the child has done.</p>		<p>with previous learning experiences.</p> <p>K 3.2.d Children are encouraged to plan ahead and to allocate their attention and time accordingly.</p>
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<p>Program Guideline 3.3 <i>Adult and child interactions effectively promote children’s awareness and understanding of their own thinking and support successful concept development.</i></p>		
<p>Indicators for All Early Education Programs</p>	<p>Infant-Toddler Supplemental Indicators</p>	<p>Kindergarten Supplemental Indicators</p>
<p>3.3.a Program personnel provide activities and carry on discussions with children that promote higher order thinking skills rather than focusing on rote instruction activities.</p>	<p>IT3.3.a Adults participate with children in pretend play and suggest roles and new ways to play.</p>	
<p>3.3.b Adults use a variety of <i>why</i> and <i>how</i> questions with children to encourage use of analysis and reasoning skills including making predictions, evaluating or summarizing results, and problem solving.</p>		
<p>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</p>	<p>IT3.3.b Toddlers are given time to find solutions with adult assistance without explicitly showing a child how to fix.</p>	
<p>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.</p>		
<p>3.3.e Staff regularly explain interactions, feelings, intentions and activities highlighting the positive as the children move through their daily routines.</p>		

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
<p>3.4.a Activities planned and provided for children are derived from the children's interests, individual instructional needs and the Arizona Early Learning Standards.</p>	<p>IT3.4.a Staff use verbal commentary to describe their own actions as well as those of the children as they participate in daily activities and routines.</p>	<p>K 3.4.a Activities planned and provided for children are derived from the children's interests, individual instructional needs and the Arizona Academic Standards for Kindergarten.</p>
<p>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.</p>	<p>IT3.4.b Staff engage in conversations with infants and toddlers by expanding on language and taking turns listening and speaking with children.</p>	
<p>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).</p>	<p>IT3.4.c Staff effectively interpret and respond appropriately, positively and timely to children's attempts at language.</p>	
<p>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.</p>		
<p>3.4.e Adults respond to children's verbal expressions and conversations by repeating, extending and elaborating on children's ideas.</p>		
<p>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.</p>		
<p>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.</p>		
<p>3.4.h Pictures, signs, functional print, and literacy products developed by children are displayed throughout the early education environment.</p>	<p>IT3.4.d Materials posted throughout the setting are where infants and toddlers can easily see and interact with them, on the floors, on low shelves, etc.</p>	
	<p>IT3.4.e Materials posted throughout the</p>	

<p>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; dramatizing stories, nursery rhymes, and poems; reading and re-reading pattern and predictable books; role playing and fantasy play; and using puppets.</p> <p>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.</p> <p>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.</p> <p>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:</p> <ul style="list-style-type: none"> • 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); 	<p>setting are of objects, people and experiences familiar to the children such as families and pets. Adults use the materials to engage children in language activities by talking to them about what they see.</p> <p>IT3.4.f 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</p> <p>IT3.4.g Book times are warm and interactive</p>	<p>K 3.4.b 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).</p>
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- 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.

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.

3.4.n Opportunities for children to engage in self-initiated writing experiences are encouraged, provided and facilitated. Adults to 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.

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 Systems (PECS) or augmentative communication

IT3.4.h 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.

IT3.4.i 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.c 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.

<p>device.</p> <p>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.</p> <p>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.</p>		
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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
<p>3.5.a Activities planned and provided for children are derived from the children’s interests, individual instructional needs and the Arizona Early Learning Standards.</p>		<p>K 3.5.a Activities planned and provided for children are derived from the children’s interests, individual instructional needs and the Arizona Academic Standards for Kindergarten.</p>
<p>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.</p>	<p>IT3.5.a Children have a wide variety of materials that stack and nest.</p> <p>IT3.5.b Children have access to a wide variety of blocks and other building/stacking materials in different shapes, colors and sizes.</p>	
<p>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.</p>	<p>IT3.5.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</p>	<p>K 3.5.b Math experiences are provided to each child with <u>concrete materials to manipulate</u>. The child’s improved ability to focus enables the teacher to conduct 15-20 minute activities that specifically support the acquisition of math concepts.</p>

<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>3.5.i Adults encourage creative thinking by asking a variety of “what if” questions as children are handling and exploring with various materials.</p> <p>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.</p> <p>3.5.k Children are provided opportunities to document their observations and conclusions in pictures or in writing.</p>	<p>relationships..</p> <p>IT3.5.d Adults expand children’s language attempts by adding words and ideas to children’s statements about their environment and families.</p> <p>IT3.5.e Sand (for children 18 mos 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).</p>	
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<p>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.</p> <p>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.</p> <p>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, not substitute for concrete experiences and materials as the major vehicle for learning.</p> <p>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 is limited</p> <p>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 in using the software.</p> <p>3.5.q Props and materials depicting the various cultures represented by the children in the program are accessible throughout the environment.</p> <p>3.5.r A variety of materials are accessible that encourage children to seek out information about various topics of study. For example: books, maps, globes, calendars, flyers, charts, etc)</p> <p>3.5.s When describing activities or events, adults use language that connects prior events and activities with which children have experience with those being described.</p> <p>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.</p>	<p>IT3.5.f Infants, toddlers and <u>adults are involved and interactive</u> while using computers or other technological devices (e.g. switch toys) if available.</p> <p>IT3.5.g Many materials are available which encourage sensory exploration such as different sounding rattles and instruments, varied textures, and a variety of brightly colored toys.</p> <p>IT3.5.h 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).</p>	
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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.)		
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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		K 3.6.a
3.6.b	IT6.2.a	
3.6.c	IT6.2.b	
3.6.d	IT6.2.c	
3.6.e	IT6.2.d	
	IT6.2.e	

<p>3.6.f Children’s art experiences focus on the exploration of materials, free expression, and the creative process. Children are not required to reproduce art according to an adult-made model but children are exposed to a variety of art produced by different artists.</p> <p>3.6.g Children may be asked questions about their art but are not required to dictate sentences about it or explain what it is.</p> <p>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. Children’s daily choices might include painting, cutting, pasting, constructing, modeling with clay and drawing.</p> <p>3.6.i 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, line and texture.</p> <p>3.6.j Dramatic play is a planned portion of the day, is available for a significant portion of the day, and is available to children daily.</p> <p>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.</p>	<p>IT6.2.f A variety of art materials are introduced as children become developmentally ready.</p>	<p>K 3.6.b 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.</p>
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PROGRAM GUIDELINE 3.7
Children’s growth in all developmental areas is routinely assessed in an ongoing manner. Appropriate assessments of children are used for program 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
<p>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.</p> <p>3.7.b Program administration reviews assessment data (anecdotal notes, portfolio collections, etc) regularly to ensure integrity of the information and that it is being collected on an ongoing basis.</p> <p>3.7.c Children’s growth across all developmental domains and standards content areas is intentionally and routinely assessed through a</p>		

<p>variety of authentic methods conducted within the context of children's daily activities and routines.</p> <p>3.7.d Adults use multiple, authentic assessment methods in an ongoing and routine manner to ensure reliability of information collected. Examples of effective, appropriate assessment include: observations of children during their routine activities, observations of children interacting with others, collections of children's work, participation charts and records, etc.</p> <p>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. Information surveys, daily communications or formal conferences.</p> <p>3.6.1 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.</p> <p>3.6.2 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.</p> <p>3.7.f 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.</p> <p>3.7.g 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.</p> <p>3.7.h Screening activities are administered by appropriately trained professionals. 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.</p>		
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3.7.i 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.

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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
<p>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.</p> <p>4.1.b All written communication (notes/newsletters) is translated, either orally or in writing, into the languages of the families enrolled, whenever possible.</p> <p>4.1.c Parent workshops, meetings, and discussions include culturally relevant information and are conducted with translation provided, whenever possible.</p> <p>4.1.d Information and conversation is provided in both the children’s primary language and in English, whenever possible.</p> <p>4.1.e Program staff work with families to select and incorporate a variety of materials such as books, tapes and CDs that reflect the cultures and languages of the children present without stereotyping.</p> <p>4.1.f The languages, cultures, traditions and values of the children and community are reflected in the environment and materials available.</p>		<p>K4.1.a Information and conversation with the child is provided in English.</p> <p>K4.1.b Materials, such as books, tapes, and CD’s, are provided for children in English.</p> <p>K4.1.c The languages, cultures, traditions and values of the children and community are part of the themes</p>

<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>		<p>incorporated into the daily curriculum. Teaching is conducted in English.</p> <p>K4.1.d The teacher in the classroom, mainstream, bilingual, or Structured English Immersion (SEI), must be highly qualified.</p> <ul style="list-style-type: none"> • 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)
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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
<p>5.1.a A program handbook is given to families as they begin services and includes the following information:</p> <ul style="list-style-type: none"> • program philosophy and goals; • program calendar; • child attendance policy; • 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. <p>5.1.b Communication is positive and respectful, even when problems are being discussed. Communication with all parents is sustained in the following ways:</p> <ul style="list-style-type: none"> • 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; 		

<ul style="list-style-type: none"> • 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. <p>5.1.c Families are encouraged to contribute information when determining goals for their child and in assessing their child’s growth and development.</p> <p>5.1.d Formal parent-teacher conferences are held at least twice a year to discuss children’s ongoing developmental progress. When necessary, referrals for further screenings and/or evaluations are made.</p> <p>5.1.e Program staff recognize cultural differences in families’ perceptions of educational systems. Staff give families time to understand the concepts of collaborative and reciprocal teacher-family relationships.</p>		
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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
<p>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.</p> <p>5.2.b Varying family schedules are considered when planning opportunities for involvement in workshops, conferences, speakers, field trips, etc.</p> <p>5.2.c A variety of strategies are used to make families feel welcome and engaged:</p> <ul style="list-style-type: none"> • 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 		<p>K5.2.a A variety of events are cosponsored by the preschool, kindergarten and the school district (e.g., playground nights, story times, assemblies, etc.) to encourage a successful transition to kindergarten programs.</p>

<p>of the program schedule</p> <ul style="list-style-type: none"> • The program recognizes volunteers for their service <p>5.2.d Procedures are shared with volunteers that enable them to interact directly with children in developmentally appropriate ways.</p> <p>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:</p> <ul style="list-style-type: none"> • parenting; • 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) <p>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.</p> <p>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.</p>		
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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.		

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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
<p>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).</p> <p>6.1.b The program documents child and family health history, medication, growth, allergies, immunization, hospitalizations, special needs, etc.</p> <p>6.1.c The program assists families in obtaining information for medical, vision, hearing, dental, nutrition, and developmental screenings.</p> <p>6.1.d Program staff follow up with families after screening activities to identify what further information or assistance the family might need. Staff participate in planning meetings for service delivery as requested by the family.</p> <p>6.1.e The program provides information and resources about direct health services.</p> <p>6.1.f The program complies with the regulations set by the Arizona Department of Health Services, Office of Child Care Licensure, and</p>	<p>K6.1.a 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.</p>	<p>K6.1.a The program will comply with the regulations set by the school or</p>

<p>appropriate county health codes when handling food (snacks, sack lunches, special diets, food from home to group, etc.)</p> <p>6.1.g All personnel have documented proof of immunizations for measles, rubella, diphtheria and tetanus.</p>		<p>district when handling food.</p>
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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
<p>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.</p> <p>6.2.b Information will be provided to families on health services in the community.</p> <p>6.2.c The program will provide information about sites with accessible immunizations as required by the Arizona Department of Health Services.</p> <p>6.2.d Information and resources regarding behavioral or mental health services are provided as needed.</p> <p>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.</p> <p>6.2.f Families are encouraged to actively participate in program nutrition and gardening activities. Program nutrition resources are shared with families.</p> <p>6.2.g Programs access resources from community agencies and programs, such as the Child and Adult Care Food Program (CACFP), WIC, Dairy Council, or Cooperative Extension, to assist in expanding nutritional awareness for the staff, children, and families.</p> <p>6.2.h Families are provided with information and resources related to sun and water safety.</p>	<p>IT6.2.a Families with infants are provided with information and resources on the value of breastfeeding, car seat safety, and safe sleeping practices.</p>	

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.	IT6.3.a Children older than 24 months are no longer given whole milk unless otherwise specified by the family.	K6.3.a The program will comply with the regulations set by the school or district.
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.	IT6.3.b Infants and toddlers are fed on individually determined schedules	
6.3.c Dietary modifications are a cooperative effort between parents, a trained health care provider, and the early education program staff.	IT6.3.c Mothers are welcomed into the program on a fixed schedule meeting their infant's needs to provide for breastfeeding.	
6.3.d Meals and food experiences are planned with the consideration of cultural food preferences.	IT6.3.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.		

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PROGRAM GUIDELINE 6.4		
<i>The program's nutrition curriculum includes opportunities for classroom cooking and tasting, gardening, and nutrition related field trips.</i>		
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.		

PROGRAM GUIDELINE 6.5		
<i>Mealtime is used to encourage conversation and eating etiquette, preferably in a family-style setting.</i>		
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. Staff work with families to support the development of good eating habits at home.	IT6.5.a Infants and toddlers are fed individually or in very small groups to allow for personalized care and attention during meals.	
6.5.c Children are encouraged to serve themselves, to the extent possible, and assist with clean up.		
6.5.d Chairs, tables, and eating utensils are suitable for the size and developmental stages of children.	IT6.5.b Infants who are developmentally ready for sitting are fed in individual feeding chairs rather than in group feeding tables.	

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, and organizations. Success is achieved when early education programs, schools, businesses, and the community work together to meet the needs of the families. Services to the child must be seen in the context of the whole family. The ability of the family to develop a network of support directly influences the well-being of the child. Social services provide an organized method of assisting families to assess their needs, build upon their strengths and enhance awareness of 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
<p>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.</p>		
<p>7.1.b The early education program is included in the activities sponsored by community partners and schools.</p>		
<p>7.1.c All early education programs work together to ensure children and families transition smoothly between programs.</p>		
<p>7.1.d The early education program collaborates with schools and community programs to facilitate transition to kindergarten.</p>		
<p>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.</p>		

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 ongoing 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
<p>8.1.a The early education program participates in a self-assessment process using the <u>Program Guidelines for High Quality in Early Care and Education Third Edition</u> as the standards of quality.</p> <p>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.</p> <p>8.1.c Participants in early education program evaluations include a variety of stakeholders which may include, but not be limited to:</p> <ul style="list-style-type: none"> • Teaching staff; • support staff; • administrators; • community/business partners • families; and • children. <p>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:</p> <ul style="list-style-type: none"> • 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.

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GLOSSARY

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APPENDIX A
INSTRUCTIONAL STRATEGIES

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APPENDIX B

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 may also discover that some of the listed supplies will nicely overlap into other learning centers.

CENTER

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
 Sink
 Story Books and Magazines
 Stove
 Table and Chairs
 Telephone and Phone Book
 Writing Tools and Note Paper

Dramatic Play Example

Cash Register
 Coins and Paper Money
 Empty Produce Boxes and Cans
 Grocery Carts
 Magazines/Newspapers
 Paper and Pencil (for making shopping lists)

CENTER

MATERIALS

Dramatic Play Example cont.

Paper and Plastic Bags
 Plastic Fruits and Vegetables
 Product Category Signs
 Shelves
 Shopping Lists with Words and Pictures

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)
 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

Art & Other Creative Experiences

MATERIALS

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
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

CENTER

Art & Other Creative Experiences Cont.

Library/Media

Reading/Writing

MATERIALS

Washable Markers
Watercolors
Weaving Materials
Wikki Sticks
Yarn

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
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

Alphabet Blocks, Alphabet Cards
An Old Computer Keyboard
Book Jackets, Posters
Bulletin Board for Children to Display their Work

CENTERS

Reading/Writing Cont.

MATERIALS

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
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)

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

CENTERS

Mathematics Cont.

MATERIALS

Math Games
Nesting Sets
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
Pattern Cards
Pegs and Peg Boards
Pennies and Other Coins
Plastic Plates or Lids for Making Sets
Readable Patterns
Rods of Graduated Sizes
Rulers and Tape Measures
Sets of Small Manipulatives (Cars, bears, etc.)
Shapes and Colors
Unifix Cubes

Buckets of Various Sizes
Cookie Cutters
Different Mediums for the Sand/Water Table (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
Shovels and scoops
Sieves, Strainers, Containers with holes
Small Boats
Small Trucks and Cars
Sponges
Straws
Tubes
Water and Food Coloring
Water Pump

Sand/Water

CENTERS

Games/Puzzles/Manipulatives

MATERIALS

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
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

Wood Working

Aprons
Cardboard
Duct Tape
Glue
Golf Tees
Hammers
Nails/Screws
Safety Glasses (mandatory)
Safety Gloves
Saw
Screwdrivers
Styrofoam
Wood Scraps
Workbench

CENTERS

Music

MATERIALS

Bells and Bell Bands
Bongo Drums
CD's or Cassettes with Children's Music
Cymbals
Drums
Easy to Use CD or Cassette Player
Finger Castanets
Kazoos
Maracas, Shakers, Rattles
Rain Maker
Rhythm Sticks
Tambourines
Triangles
Xylophones

Science

Ant Farm
Aquarium
Assorted Leaves
Balance/Scale
Books (animals, trees, rocks, weather, seasons, space, the body etc.)
Bubbles
Bug Scope
Light Table
Magnets and a Variety of Magnetic and Non-Magnetic Items
Marbles of Varying Sizes and Weights
Measuring Tapes or Rulers
Observation Station
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
Shells
Telescopes
Terrarium
Tornado Tubes
Wood Ramps of Varying Lengths

CENTERS

Social Studies

MATERIALS

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
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

CENTERS

Outdoor Equipment

Adaptive Materials for Children With Special Needs

MATERIALS

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)
Easel with paint or chalk
First Aid Kit
Gardening tools, plants etc.
Plastic or Metal Ride-ons, (such as tricycles; helmets should be available)
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/water Table Section

Boardmaker Pictures
Puzzles with Knobs
Specialized Utensils
Switch Activated Toys

*These materials should be included into each of the centers as appropriate.

APPENDIX C

RESOURCES

The following materials (books, videos, assessment tools, and curricula) are a small sample of those available as resources to early education programs. Some of the resources were used in the development and revision of this document. Most of these publications contain extensive lists of references on early childhood education. For a complete list of all resources used in the original edition of Guidelines for Comprehensive Early Childhood Programs, visit www.ade.az.gov and use "Search" to click on "Early Childhood". The resources cited in each of the following areas are not intended to be exhaustive in nature or indicative of best practice in the field. The resources are intended to give a broad range of information and a variety of viewpoints from which each early education program can construct best practices for the unique community it serves.

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COMPREHENSIVE PROGRAMING

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APPENDIX D

CURRICULUM RESOURCES/ASSESSMENT 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 Emilio www.reggiochildren.com
- Scaffolding Early Literacy Program www.mcrel.org/topics/earlychildhood/services/41/

ASSESSMENT TOOLS

- Child Observation Record (COR); High/Scope Educational Research Foundation, Ypsilanti, MI.
- The Creative Curriculum Developmental Continuum Assessment System; Teaching Strategies, Inc., Washington DC.
- Galileo Plus, Assessment Technology Inc., Tucson, AZ
- Work Sampling System; Pearson Learning Group, Parsippany, NJ.

PROGRAM ASSESSMENT TOOLS

- Early Childhood Environmental Rating Scales (ECERS)
- Assessment of Practices in Early Elementary Classrooms (APEEC)
- Preschool Program Quality Assessment (PQA)
- Early Language and Literacy Classroom Observations (ELLCO)
- Arnett Caregiver Scales
- WestEd Teach for Success (T4S)
- Classroom Assessment Scoring System (CLASS)
- Program Administrative Survey (PAS)

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APPENDIX E

ACCREDITATION ORGANIZATIONS

Association for Christian School International
326 S. Wilmot Rd. 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
PO Box 982
Christiansburg, VA 24073
1-800-537-1118
www.naccp.org

National Association for the Education of Young Children
1509 16th Street North West
Washington D.C. 20036
1-800-424-2460
www.naeyc.org

National Early Childhood Program Accreditation
1029 Railroad Street
Conyers, GA 30207
1-800-543-7161
www.necpa.net

REFERENCES

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