



Revised: 06/20/08	<p style="text-align: center;">ARIZONA DEPARTMENT OF EDUCATION</p> <p style="text-align: center;"><b>GUIDELINE &amp; PROCEDURE</b></p>	NO. EX - 4
SUPERSEDES: 5/08 & Prior		SHEET 1 of 71 (See attached)
<b>SUBJECT:</b> Early Education Programs		FILING INSTRUCTIONS (Guidelines & Procedures Manual) Section: External As item: EX - 4

**I. PURPOSE**

- Guidelines for Comprehensive Early Education Programs provide guidance for high quality early education programs for three- through five-year old children in Arizona. The guidelines are based on nationally recognized models, such as the Accreditation Criteria and Procedures of the National Association for the Education of Young Children (NAEYC); federal models such as Head Start; and models used in other states.

**II. GUIDELINE/PROCEDURE**

- See Attached



# Guidelines for Comprehensive Early Education Programs

2nd Edition



Arizona Early Childhood Consortium



State of Arizona  
Department of Education

Tom Horne  
Superintendent of  
Public Instruction

April 1, 2003

Dear Early Childhood Educator,

The Arizona Department of Education, Early Childhood Programs is pleased to introduce the revised edition of Guidelines for Comprehensive Early Education Programs for 3 to 5 year old children. When used in combination with other resources such as those provided by the National Association for the Education of Young Children, or state licensing authorities, these guidelines are intended to assist all early childhood programs in establishing program standards for early education. These program guidelines represent a consensus from educational research and field expertise as to what constitutes high quality early childhood education.

Effective early education programs meet the needs of the child and family in a comprehensive manner. High quality environments are deliberately prepared, hire qualified teachers, and implement developmentally appropriate teaching and assessment practices that reflect sound research. Best practices should address each child's unique physical, social, emotional, cognitive, and language domains through meaningful daily experiences. Additionally, comprehensive programs include resources to serve the diverse needs of families in Arizona.

As school readiness continues to be of significant priority for educators and parents, indicators for readiness are integrated throughout this document. In fact, the National Education Goals Panel identified three major components of school readiness that include: 1) readiness in the child; 2) the school's readiness for the child; and 3) family and community supports and services that contribute to children's readiness. The Guidelines for Comprehensive Early Education is a resource designed to help educators prepare schools that are ready for every child.

The Arizona Department of Education, Early Childhood Programs is committed to the success of every child, and strives for high quality in all early education programs. Thank you for your efforts to create comprehensive environments for all of Arizona's children. Visit the Arizona Department of Education website at [ade.az.gov](http://ade.az.gov) for more information on early childhood programs.

Sincerely,

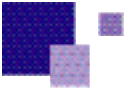
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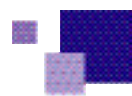
Tom Horne



# **Guidelines for Comprehensive Early Education Programs**

**2nd Edition**





## **ACKNOWLEDGEMENTS**

### **First Edition Contributors**

This document represents the expertise and diverse perspectives of many individuals who work with early care and education programs in Arizona. The revised edition of Guidelines for Comprehensive Early Education Programs reflects the original work published in 1993. The 1993 edition was developed by a dedicated group of professionals who were members of the Arizona State Board of Education Early Childhood Advisory Council. All told, over 50 individuals representing public agencies, private organizations, educators, administrators, health care, and childcare professionals contributed their expertise over the eighteen-month development process. The work of the following individuals has been a valuable resource in Arizona early education programs for the past decade:

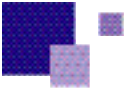
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### **Second Edition Contributors**

Dedication to the field of early childhood education is also evidenced in those individuals contributing their knowledge and expertise to the revised edition of Guidelines for Comprehensive Early Education Programs. Special acknowledgement is due to members of the Early Childhood Consortium, and their associate members, who through their work, confirmed the commitment in Arizona to providing exceptional opportunities to promote development and enhance learning for each individual child. These dedicated individuals include:

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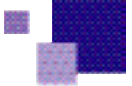


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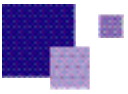


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Lastly, a group deserving of recognition includes those who reviewed the final draft of this document, including Mary Myers, Debbie Pischke, Cindy Segotta-Jones, Bonnie Lund, Judy Haubert, Goldie La Porte, and Karen Woodhouse. Without their dedication to the task, perseverance, and strict adherence to the highest standards for preschool education, this high quality publication would not be possible.







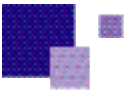


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## I. INTRODUCTION

“Young children who are living in circumstances that place them at greater risk of school failure. . . are much more likely to succeed in school if they attend well-planned, high-quality early childhood programs.”

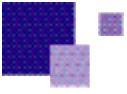
- Eager To Learn, National Research Council, 2000

“Studies conclude that early childhood education makes a difference. Young children exposed to high-quality settings exhibit better language and mathematics skills, better cognitive and social skills, and better relationships with classmates than do children in lower-quality care.

- Building Blocks for Success, Education Week, 2002

Guidelines for Comprehensive Early Education Programs provides guidance for high quality early education programs for three- through five-year old children in Arizona. The guidelines are based on nationally recognized models, such as the Accreditation Criteria and Procedures of the National Association for the Education of Young Children (NAEYC); federal models such as Head Start; and models used in other states.

High quality, comprehensive early education programs provide children – especially those from low-income families – with the foundational skills and knowledge they need to be successful learners. Research from the High/Scope Perry Preschool Project (Schweinhart, Barnes, & Weikart, 1993), indicates that a high quality preschool program can significantly increase children’s short-term developmental gains and long-term contributions to families and society. There is a significant body of research and widespread professional agreement on the factors associated with high quality early childhood programming. For example, the National Research Council (2000), in its publication entitled Eager to Learn, cited critical factors in quality programming, including class size and adult-child ratios, interpersonal relationships between staff and children, a well-planned curriculum that addresses all developmental domains, level of staff preparedness, and responsive supervision of staff. The quality of these factors is dependent upon the training, education, sensitivity, availability of support, and stability of the staff. In light of this research, these guidelines represent consensus on what constitutes quality in comprehensive early education programs.



## **Comprehensive Early Education Programs for Children and Families**

Research demonstrates that effective programs for young children meet the needs of the child and his or her family in a comprehensive manner. 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. Key components of a comprehensive program include: quality, developmentally appropriate education, assessment and provision of health and nutritional services, and the provision of opportunities for and promotion of active parent involvement in their child's early education program.

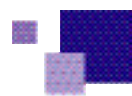
The well being of the child depends on the ability of the family to meet its own needs and maintain self-sufficiency. Early education program staff develops a relationship with families, which includes providing appropriate information on community resources, social services and job training, and opportunities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

### **School Readiness**

In 1997, 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 and motor development; social and emotional development; approaches to learning; language development; and cognition and general knowledge (Child Trends Research Brief, 2001). By utilizing the Guidelines for Comprehensive Early Education Programs 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 (NAEYC, 1995) The Guidelines for Comprehensive Early Education Programs also includes guidance for schools and programs to be ready for children. The following ten keys to facilitate a schools' readiness for children, as cited by The National Education Goals Panel (1998), are also integrated into this document:

- Smooth the transition between home and school;
- Strive for continuity between early care and education programs and elementary schools;
- Help children learn and make sense of their complex and exciting world;
- Be committed to the success of every child;
- Be committed to the success of every teacher and every adult who interacts with children during the school day;
- Introduce or expand approaches that have been shown to raise achievement;
- Be learning organizations that alter practices and programs if they do not benefit children;





- Serve children in communities;
- Take responsibility for results; and
- Have strong leadership.

Finally, the Guidelines for Comprehensive Early Education Programs reflects the importance of family and community supports to enhance children's readiness. The guidelines and indicators encourage collaboration between school, parents, caregivers, and communities to ensure children have healthy bodies and minds, access to high quality and developmentally appropriate early education programs, 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. 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.

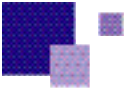
It is not meant to be the only resource utilized when designing a quality program. Optimally, programs will access additional resources including the Department of Health Services (DHS) licensing regulations, early education program standards, self-study processes of accrediting organizations, and other published materials that cite indicators of quality in early education programs.

The guidelines and indicators address 12 areas, all of which have been shown by current research to contribute to quality in programs for young children. These areas are:

1. Program Administration and Qualifications
2. Early Education Program Operation
3. Linguistic and Cultural Integration
4. Family Involvement
5. Staff Development
6. Program Evaluation
7. Transition Between Environments
8. Health Services
9. Nutrition Services
10. Social Services
11. Community Collaboration
12. Child Assessment

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.

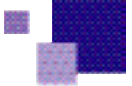




The guidelines represent professional consensus on what constitutes quality in comprehensive early education programs and can be used by all early education organizations, including public school districts, charter schools, federal, tribal and private early childhood education providers, their administrators, teachers, and staff, as well as government, state, and community agencies:

1. to facilitate transitions of preschool children into public school kindergartens;
2. as a compendium of appropriate practices for working with young children and their families;
3. as a tool for self-study and appraisal to increase program quality;
4. as a tool for self-study in their national accreditation process;
5. as a guide for developing new programs, assessing the strengths and challenges of existing programs, identifying and recognizing programs that meet standards of quality, and designing appropriate professional development activities;
6. to use in the development of materials and resources, activities for professional development, for training and technical assistance, monitoring, and program evaluation.





## II. PHILOSOPHY

Arizona’s children reflect the broad differences in racial and cultural heritage, language, health, and family situations that constitute the diversity of our great state. Each child’s level of preparation and readiness for school also varies greatly depending upon a variety of factors. Educators and parents recognize that education is a developmental process that begins at birth. The potential for learning encompasses the physical, social, emotional, linguistic, creative, and cognitive development of children.

To ensure that Arizona’s young children are ready for success in school, providers of early education programs must implement developmentally appropriate teaching and assessment practices, strengthen efforts in family involvement and professional development for staff, and work with community agencies and organizations to provide appropriate and effective services to children and families.







### **III. PRINCIPLES UNDERLYING THE GUIDELINES FOR ARIZONA EARLY EDUCATION PROGRAMS**

The preschool guidelines rest on seven major principles. These principles directed their development and should guide their use.

1. The basic elements of quality in early education programs are the same, regardless of their location, funding source, and/or purposes.
2. Because high quality early education programs are designed to meet the needs of the children and families within their community, as well as reflect the strengths of the staff, each of these programs will look different from one another. This diversity should be acknowledged, accepted, respected, and encouraged.
3. Developing and maintaining quality early education programs is a collaborative effort requiring many partners and stakeholders, including early childhood professionals, administrative staff from public, private, and federal programs, representatives from institutions of higher education, medical, mental health, nutrition, human services, and child care organizations, business groups, and state government agencies.
4. Early education program improvement is most effective and long lasting when staff voluntarily engages in a systematic process of self-appraisal and identify changes that are needed in order to bring about and/or maintain a high level of quality.
5. All staff that implements quality early education programs will be recognized for their hard work, commitment, and achievements.
6. Family and early literacy is an integral component of quality early education programs.
7. The most important indicator of quality is the daily experiences of the children.



## **IV. EARLY EDUCATION PROGRAM GUIDELINES, DESCRIPTORS, AND INDICATORS**

The indicators that accompany the guidelines describe what the guidelines look, feel, and sound like in actual practice. The indicators thus serve as practical tools for developing and implementing a quality early education program. They also provide specific criteria for assessing whether the guidelines are being met and at what level. The indicators listed in this document are key criteria for the implementation of a quality early learning program. Therefore, all or most must be evident in order to conclude that the guidelines are being met.

### **1.0 PROGRAM ADMINISTRATION AND QUALIFICATIONS**

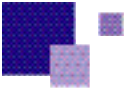
Effective program administration is one key ingredient in the successful implementation of an early education program at the program level. Through the development of a written philosophy, the identification of efficient operational policies, the hiring of competent and committed staff, and the provision of consistent supervision, program administrators lay the foundation for early education program staff to focus on implementing developmentally appropriate programs. In an effort to improve the early education system in Arizona, it is necessary to address the quality and competence of staff, since it is a critical component to early education program quality. Higher minimum levels of training for early education program staff, including formal training and specialized early childhood training, are a key element in program quality (Bryant, et al, 1999). As a result, the ensuing indicators of quality in staff represent the ideal. It is acknowledged that although Arizona currently has many high caliber early childhood educators providing developmentally appropriate programs, it will be an ongoing process to achieve and maintain this level of quality universally within the ever-evolving cadre of administrators, teachers, and staff in early education programs.

#### **GUIDELINE 1.1**

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

##### INDICATORS

- 1.1.1 The concepts in the early education program philosophy are consistent with developmentally appropriate and culturally relevant practices and indicators of quality.



- 1.1.2 The philosophy is shared in written form with all personnel at each site who administer and implement the program.
- 1.1.3 The philosophy is evident in program practices at the site level.

## **GUIDELINE 1.2**

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

### INDICATORS

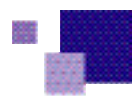
#### 1.2.1 Program Administrator Qualifications:

1. A graduate degree in early childhood education/child development or a related field (e.g., developmental psychology, early childhood education, early childhood special education) and one year of full-time teaching experience with young children; or a bachelor's degree with specialized education (e.g., developmental psychology, early childhood education, early childhood special education) related to early childhood and three years of full-time teaching experience with young children.
2. Expertise, education, or certification in program administration such as human resources and financial management.
3. An ability to work successfully with families, organizations, and agencies representing the diverse cultures and lifestyles in the community served.
4. Active and on-going participation in a professional development plan designed to meet the above-mentioned criteria if the program administrator is employed prior to attaining the minimum qualifications for the position.

#### 1.2.2 Teacher Qualifications:

1. Bachelor's degree in early childhood education/child development and one year teaching experience with young children; or an Associates degree in early childhood education/child development, or specialized education related to early childhood (e.g., developmental psychology, early childhood education, early childhood special education) and two years teaching experience with young children.





2. An ability to work successfully with families, organizations, and agencies representing the diverse cultures and lifestyles in the community served.
3. Active and on-going participation in a professional development plan designed to meet the above-mentioned criteria if the teacher is employed prior to attaining the minimum qualifications for the position.

1.2.3 Assistant Teacher Qualifications:

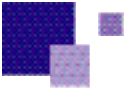
1. An Associate's degree in early childhood education/child development; or a Child Development Associate (CDA) credential in early childhood education/child development; or a college certificate in early childhood education/child development; and six months experience working with young children.
2. An ability to work successfully with the children and families in the community served.
3. Active and on-going participation in a professional development plan designed to meet the above-mentioned criteria if the assistant teacher is employed prior to attaining the minimum qualifications for the position.

1.2.4 Family Support Personnel Qualifications:

1. Educational and experiential background in the fields 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.
2. An ability to work successfully with families, organizations, and agencies representing the diverse cultures and lifestyles in the community served.
3. Active and on-going participation in a professional development plan designed to meet the above-mentioned criteria if the family support personnel is employed prior to attaining the minimum qualifications for the position.

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





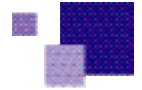
### **GUIDELINE 1.3**

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

#### INDICATORS

- 1.3.1 Procedures are developed by the program to recruit children.
- 1.3.2 The children in each early education environment are representative of the diverse communities that the program serves.
- 1.3.3 No more than 20 children are enrolled per class, with a maximum of 10 four- or five-year old children per staff member and a maximum of 7 three-year old children per staff member (or the appropriate ratio of adults to children as recognized by national accrediting organizations).
- 1.3.4 The early education program adheres to an attendance policy set by the district, agency, or organization.
- 1.3.5 The early education program has a personnel policy in place for early education staff.
- 1.3.6 The early education program will operate for a minimum of 12 hours per week.
- 1.3.7 Each program has the materials and supplies it needs to implement a developmentally appropriate and culturally relevant program.
- 1.3.8 A person qualified by education, training, and experience in early childhood education is identified to provide instructional support to the program staff.





## 2.0 EARLY EDUCATION PROGRAM OPERATION

A high quality early education program stimulates learning in all developmental areas - physical, social, linguistic, creative, emotional, and cognitive. It places as much emphasis on the process of learning as on the content. It capitalizes on children's natural curiosity to promote their growth as language users, thinkers, and problem solvers. It provides a wide variety of planned experiences that enable children to learn through interaction, exploration, manipulation, and self-discovery.

High quality early education programs offer young children support and encouragement as they strive to become confident and competent social beings, problem solvers, decision makers, and composers. Above all, a high quality program 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 curriculum and activities to promote learning in all developmental areas. Early childhood standards that address developmental areas can provide a framework for program development and operation. The Arizona Early Childhood Education Standards currently address language and literacy, mathematics, art and science, social and emotional, and physical areas.

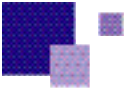
### **GUIDELINE 2.1**

**Each program has a developmentally appropriate early education curriculum to support the development of the whole child.**

#### INDICATORS

- 2.1.1 The curriculum reflects the national, current, researched-based best 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, Head Start, and the National Academy of Sciences.
- 2.1.2 The curriculum encourages children to be actively involved in the learning process, to experience a variety of developmentally appropriate experiences and materials, and to pursue their own interests in the context of life in the community and the world.
- 2.1.3 The curriculum is sufficiently broad to enable the teacher to meet the needs and enhance the strengths of children with varying levels of maturity and ability.





- 2.1.4 Curricular themes or topics reflect the children's interests and experiences. Themes or topics, as well as spontaneous events that have meaning for children (e.g., a new baby, a visit to the dentist, or a discovered bird's egg), are culturally relevant.
- 2.1.5 Written lesson plans reflect an integrated approach, which incorporates all developmental areas, throughout the session.
- 2.1.6 The teacher can explain how each day's plan addresses children's developmental levels, enhances their strengths, contributes to their understanding of a concept or project, and promotes continuity with previous learning experiences.
- 2.1.7 The teacher can explain how each day's plan encourages discovery, promotes domain specific development, and stimulates higher-order thinking skills.
- 2.1.8 The daily schedule provides for an emphasis on child-initiated learning through play, while the amount of time spent on teacher-directed experiences is limited.
- 2.1.9 The daily schedule reflects a balance of quiet and active experiences.
- 2.1.10 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.
- 2.1.11 Teachers involve children in planning curricular activities, by asking questions and identifying areas for future investigation.





## **GUIDELINE 2.2**

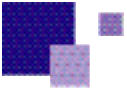
**All children have daily opportunities to learn through child-initiated and teacher-directed experiences that match the needs, interests, and developmental levels of the children.**

### INDICATORS

- 2.2.1 Active learning dominates the day. Minimal amounts of time are spent getting ready, sitting and listening, and waiting.
- 2.2.2 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.
- 2.2.3 Teacher-directed learning is presented in the context of the child's world, relates in a meaningful way to the child's real-life experiences, and enables each child to be an active participant.
- 2.2.4 Teacher-directed learning helps children develop creatively, emotionally, physically, socially, linguistically, and cognitively. Curriculum is designed to address individual children's needs and interests, and builds on their strengths in all developmental areas.
- 2.2.5 Recognizing that young children learn most effectively through play, each program will identify and set aside blocks of time daily (45-60 minutes per ½ day program) for uninterrupted, spontaneous, child-initiated play. Children's self-directed experiences are facilitated through the use of indoor and outdoor learning areas, which might include, but are not limited to:
- dramatic play (not limited to housekeeping);
  - blocks;
  - art (not limited to easel painting);
  - library (reading-listening);
  - reading/writing;
  - mathematics;
  - sand/water;
  - games/puzzles/manipulatives;
  - woodworking;
  - music; and
  - science.

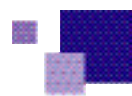






- 2.2.6 Each learning area has a wide variety of concrete, real, and relevant materials and activities, which are in good condition and frequently rotated in order to give children new things to do (see Appendix).
- 2.2.7 Activities and materials in each learning area enable children to explore their current interests and natural curiosity, reconstruct experiences, demonstrate what they know, and experiment with new ways of thinking.
- 2.2.8 Materials developed for the program, including but not limited to, educational materials, curriculum materials, or family outreach materials, will be multicultural and multilingual as appropriate for the community.
- 2.2.9 A procedure is used to help children think about and plan their experiences in the learning areas.
- 2.2.10 During children's self-directed experiences, the teacher and assistant teacher promote children's engagement and facilitate their learning by acknowledging their efforts, providing new materials, asking open ended questions, accepting and supporting the child's ideas, and giving recognition related to their performance.
- 2.2.11 Sufficient transition time is allocated for children to clean up and prepare for the next experience. Transitions are viewed as essential parts of the curriculum and are included in the teacher's plans. Children are given adequate notice before changes occur.





## **GUIDELINE 2.3**

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

### INDICATORS

2.3.1 Children are encouraged to think and to communicate their thinking in different ways such as:

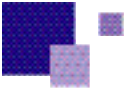
- labeling
- describing
- reconstructing past experiences
- proposing alternatives
- making comparisons
- classifying
- enumerating
- synthesizing
- evaluating
- predicting
- transforming
- hypothesizing

2.3.2 Techniques that foster children's confidence in their communication skills are used and may include:

- creating a relaxed, non-threatening climate for inquiry;
- encouraging brainstorming, which includes many 'right' answers;
- providing sufficient wait time before expecting children to respond;
- using an open response system;
- providing an environment that allows and encourages children to take risks in making comments;
- restating to gain insight into a child's response;
- extending children's responses; and
- providing supportive feedback.

2.3.3 Children are encouraged to ask many types of questions and are given assistance in formulating questions and using more complex questioning strategies.





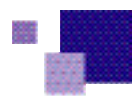
## **GUIDELINE 2.4**

**On a daily basis, the program immerses children in a wide range of communicative and literacy experiences that promote cognitive development and encourage children to express thoughts and feelings.**

### INDICATORS

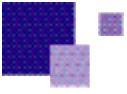
- 2.4.1 The day is designed to facilitate children’s verbal expression. Children use language to express their needs, influence the behavior of others, solve problems, describe experiences, express views and feelings, impart information, demonstrate courtesy, clarify and reflect on their own thinking, imagine, have fun, and pretend. Daily routines and experiences provide a familiar context for children to engage in discussions with each other, facilitate child-to-child talk more than adult-to-child talk, and enable adults to converse with children individually.
- 2.4.2 Attentive listening (establish and maintain eye contact) is done on the children’s level and allows them time to express themselves completely before responses are made.
- 2.4.3 Children are assisted in finding words to describe their experiences, which increases their understanding of words that are spoken, read, or sung.
- 2.4.4 Children acquire practical listening skills such as listening for appreciation and comprehension, and learning to value each other’s ideas and points of view through typical early education program experiences.
- 2.4.5 Pictures, signs, functional print, and literacy products developed by children are displayed throughout the early education environment.
- 2.4.6 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, fingerplays, and poems;
  - dramatizing stories, nursery rhymes, and poems;
  - reading and re-reading pattern and predictable books;
  - role playing and fantasy play; and
  - using puppets.





- 2.4.7 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.
- 2.4.8 Children are read to both in large groups during circle time and individually and in small groups during free-choice time.
- 2.4.9 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.
- 2.4.10 Children have daily opportunities to see how reading and writing are useful. Their opportunities to interact with books and print might include experiences such as:
- developing functional print, e.g., signs, letters, cards, maps, recipes, and directions; shared reading and writing to carry out daily routines;
  - handling books and environmental print, e.g., newspapers, magazines;
  - greeting cards, maps, product labels, and signs;
  - reading alone, to others, or into a tape recorder;
  - sharing books from home;
  - using the program library;
  - using the listening center;
  - lap book reading (individual);
  - discussing pictures;
  - listening to presentations by authors;
  - dictating stories;
  - writing and/or illustrating books;
  - re-writing pattern books;
  - keeping a diary or journal; and
  - labeling photographs, pictures, and artwork.
- 2.4.11 Books are accessible to children throughout the environment, rather than only in the library area. Specific areas that might incorporate books include the science area, block area, housekeeping area, and writing area.
- 2.4.12 Opportunities for children to engage in self-initiated writing experiences are encouraged, provided, and facilitated. Children’s writing is responded to with interest and enthusiasm.





- 2.4.13 The alphabet is displayed at or slightly above the children's eye level. Children's names are available in written form in several areas within the learning environment in addition to a variety of word and alphabet games.
- 2.4.14 Children are immersed in a print-rich environment. Learning areas are visually inviting and well supplied with a variety of print materials.

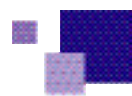
### **GUIDELINE 2.5**

**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

- 2.5.1 A variety of strategies are used to help children develop concepts and skills in mathematics. Experiences are designed for children to seek solutions to concrete problems, construct with blocks and other materials, record changes in weather, classify objects, and explore basic time and money concepts.
- 2.5.2 Developmentally appropriate math experiences emphasize exploration and inquiry. Beginning math strategies are introduced and children learn about math concepts such as whole numbers (1-10), fractions (1/2), shapes, measurement, position, sequence, sorting, classifying, patterns, and graphs with hands-on experiences and concrete materials.
- 2.5.3 Math problems are presented as meaningful everyday experiences that could be solved in different ways, with focus on the problem-solving process.
- 2.5.4 Math experiences are provided to each child with concrete materials to manipulate.
- 2.5.5 Math vocabulary and concepts are introduced and extended through other curricular activities such as music, literature, science, block building, cooking, fingerplays, and games.
- 2.5.6 Building with blocks is encouraged by creating a large open area and providing sufficient time to build.
- 2.5.7 The children's environment and personal experiences are used as the basis for engaging them, at their level of understanding, in ongoing social living experiences.





- 2.5.8 Experiences are planned to respond to children in ways that help them learn about respecting themselves, others, and the community in which they live.
- 2.5.9 Science-related experiences are presented as hands-on experiments in which children are encouraged to observe, make predictions, and draw conclusions.
- 2.5.10 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.
- 2.5.11 When computers are available for children's use, the software emphasizes creativity and problem solving rather than drill and practice of isolated skills.

**GUIDELINE 2.6**

**Children's natural inclination to be creative is nurtured and stimulated through a daily balance of developmentally appropriate and independent experiences in movement, music, and the arts.**

INDICATORS

- 2.6.1 Children play outside every day, weather permitting, for a minimum of 20-30 continuous minutes.
- 2.6.2 Children are provided opportunities to develop fine and large motor skills as part of the daily outdoor or indoor play experiences.
- 2.6.3 Children are provided opportunities for creative movement experiences such as participating in pantomime, responding to rhythms, and performing simple folk dances.
- 2.6.4 In addition to planned music experiences, music is integrated throughout the day, e.g., during transitions, at the listening center, during free-choice time, and outdoors.
- 2.6.5 Musical experiences include a balance of:
  - listening to a wide variety of classical and contemporary music including music from other countries;
  - singing simple songs;



- composing classroom songs;
- making and playing instruments;
- learning about music-related words and concepts, such as tempo (fast/slow), pitch (high/low), intensity (loud/soft) and mood (happy/sad);
- hearing stories about composers and listening to their music; and
- moving to music.

2.6.6 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.

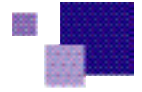
2.6.7 Children may be asked questions about their art but are not required to dictate sentences about it or explain what it is.

2.6.8 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.

2.6.9 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.

2.6.10 Children's artwork is displayed at or slightly above children's eye level with the artist identified.





## **GUIDELINE 2.7**

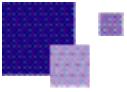
**The early education environment offers children opportunities to show initiative, act independently, and make choices.**

### INDICATORS

- 2.7.1 Each child is treated with warmth, care, and respect, regardless of socioeconomic, racial, or cultural background, gender, ability, or appearance.
- 2.7.2 Desired behaviors are stated and modeled and opportunities are provided for children to act in age-appropriate ways that include:
- playing;
  - assuming responsibility for carrying out routines;
  - exhibiting independence and initiative in planning their own experiences;
  - 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.
- 2.7.3 Daily program routines and experiences are implemented in a manner that helps prevent behavior problems from occurring. Consideration is given to length of activity, adequacy of materials, room arrangement, age, developmental levels, and number of children.
- 2.7.4 Children are guided in positive, predictable, and constructive ways. Inappropriate behavior is addressed at the time that it occurs.
- 2.7.5 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.
- 2.7.6 The routines and experiences of the daily program are implemented so children have many opportunities to make choices.







## **GUIDELINE 2.8**

**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.**

### INDICATORS

- 2.8.1 The early education environment is organized into learning areas with open shelves and is arranged so children can function with a minimum of direction. Furniture is low and arranged so all areas of the room may be visually supervised.
- 2.8.2 The space allocated to large group experiences is large enough to enable children to sit and/or move without disturbing others.
- 2.8.3 The location and space allocated to each learning area facilitates the kinds of activities taking place in each area.
- 2.8.4 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 materials from one area to another.
- 2.8.5 Materials in the room are available for children's use, are stored in areas accessible to them, and are sufficient for the number of children.
- 2.8.6 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.
- 2.8.7 The environment is bright and cheerful, but not visually overwhelming. It reflects the children's community and current experiences.





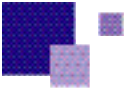
## **GUIDELINE 2.9**

### **Children's health and safety are ensured throughout each program day.**

#### INDICATORS

- 2.9.1 The program provides interactive and continuous adult supervision and is in compliance with state licensing and/or program accreditation requirements.
- 2.9.2 The early education environment is located in a clean, safe, well-lit, and well-ventilated area. It is adjacent to bathrooms with hand-washing sinks that can be monitored at all times.
- 2.9.3 Furniture in the early education 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.
- 2.9.4 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.
- 2.9.5 Materials and objects in the learning environment are clean and in good condition.
- 2.9.6 Indoor space is free from vermin, asbestos, radioactive gas (radon), visible soil, and lead.
- 2.9.7 Poisons and other potentially harmful chemicals are always stored in a locked area, which is inaccessible to children. Hazardous or toxic products/materials are stored in compliance with fire and environmental quality codes.
- 2.9.8 Outdoor play areas provide adequate shade 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.
- 2.9.9 Children learn about personal hygiene, nutrition, first aid, accident prevention, and safety through naturally occurring events.
- 2.9.10 Up-to-date health records are maintained on each child, including information about age-appropriate immunizations, allergies, and chronic illnesses.
- 2.9.11 Current emergency contact information on each child is maintained on a state-approved form.





- 2.9.12 A policy is established and enforced regarding attendance restrictions due to illness and re-admittance requirements.
- 2.9.13 Sign-in/sign-out procedures are implemented which insure that:
  - (1) children are released only to persons who are authorized in writing to pick them up;
  - (2) responsible parties are contacted according to established procedures when children are not picked up on time.
- 2.9.14 Transportation providers ensure that a door-to-door delivery/pick up system is in place.
- 2.9.15 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.
- 2.9.16 On a regular basis, programs rehearse procedures to evacuate the early education environment, program buildings, and buses, in the event of fire, bomb threats, etc.





## 3.0 LINGUISTIC AND CULTURAL INTEGRATION

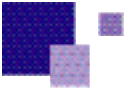
Language, culture, and identity are integral parts of children's lives. The early education program shows acceptance of and respect for all children and families by integrating their languages and cultures into the ongoing experiences of the program, and by finding ways to reach out to and communicate with everyone. Programs will also assist children to understand similarities and differences, and to deal in a positive way with misconceptions based upon language, gender, culture, race, age, and ability.

### **GUIDELINE 3.1**

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

#### INDICATORS

- 3.1.1 Language role models are provided for children and parents who speak languages other than, or in addition to, English.
- 3.1.2 All written communication (notes/newsletters) is translated, either orally or written, into the languages of the families enrolled whenever possible.
- 3.1.3 Parent workshops, meetings, and discussions include culturally relevant information and are conducted with translation provided, whenever possible.
- 3.1.4 Information and conversation is provided in both the children's primary language and in English.
- 3.1.5 Materials, such as books, tapes, and records, are provided for children in their primary language and English, which gives children opportunities to see and hear both languages written, read, or sung.
- 3.1.6 The languages, cultures, traditions, and values of the children and community are part of the daily curriculum.
- 3.1.7 Materials and equipment in the early education environment (e.g., pictures, posters, photographs, books, puzzles, dolls, toys) reflect the diversity of people of various races, cultures, ages, and abilities. Stereotypic images are avoided.



- 3.1.8 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.
- 3.1.9 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.
- 3.1.10 Observation of first and second language development and acquisition is used in curriculum planning, development, and implementation.





## 4.0 FAMILY INVOLVEMENT

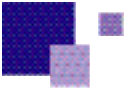
Home-program relationships are developed based on the recognition of and respect for the critical role families play in children's healthy development and success as learners. In a quality early education program, an open exchange between families and teachers provides support to children's development in positive ways. This exchange enables families to be active participants in helping children learn.

### **GUIDELINE 4.1**

**There is two-way communication between staff and families on a regular basis throughout the program cycle.**

#### INDICATORS

- 4.1.1 A program handbook is given to families as they begin services and includes information as stated in the Arizona Department of Health Services, Child Care Facilities Rules R-9-5-302. In addition, parents receive information on:
- program philosophy and goals;
  - program calendar;
  - attendance policy;
  - age appropriate methods and experiences used to attain program goals;
  - expectations for parent/family participation; and
  - ways parents can promote learning at home and within the community to help their children be successful in an early education environment.
- 4.1.2 Communication should be positive and respectful, even when problems are being discussed. Communication with all parents is sustained in the following ways:
- Annual home visits will be conducted in the family's natural environment;
  - Regularly scheduled newsletters will contain information about early education and extended-learning opportunities and experiences, as well as available resources within the program and community;
  - Parent meetings are scheduled regularly;
  - Regularly scheduled parent/teacher conferences include an interactive exchange of information about the child between the parents and the teaching staff;
  - Informal phone calls, notes, and other communication occur regularly;
  - A parent area within the early education environment or nearby may include a bulletin board, parent books and resources, and a place to sit and relax;



- Every effort is made by the program to translate all communication into those languages spoken and read by the families;
- Sensitivity to non-verbal communication by families, especially to subtle differences among various cultural groups, is used.

4.1.3 Families are encouraged to contribute information when determining outcomes for their child and in assessing their child's growth and development.

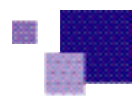
## **GUIDELINE 4.2**

**Families have opportunities for experiences that lead to enhancing the development of skills, self-confidence, and a sense of independence while fostering an environment in which their children can develop to their full potential.**

### INDICATORS

- 4.2.1 Parents, legal guardians, and/or other family members are involved in program activities. A log of family involvement is maintained. There is evidence of:
- welcome signs or other indicators that parents are an important part of the early education program;
  - parent volunteer training;
  - parent volunteer time and documentation;
  - parent volunteer recognition.
- 4.2.2 Procedures are shared with visitors that enable them to interact directly with children in developmentally appropriate ways.
- 4.2.3 Specific strategies are identified and used to involve families in their children's learning, both inside and outside of the early education program environment.
- 4.2.4 A variety of involvement activities, such as regular program participation, field trips, parent meetings or workshops, work at home, social events, etc., are available to families.





4.2.5 The program provides information to meet the needs and interests of parents, which could include topics such as:

- parenting;
- the important role of fathers;
- activities to support language and literacy development in the home;
- medical/dental topics;
- mental health;
- nutrition;
- early childhood development;
- parent/community partnerships;
- personal growth topics, i.e., employment skills, budgeting, single-parenting, educational opportunities, literacy;
- domestic violence; and
- depression.

4.2.6 Parent-teacher conferences are held annually.

4.2.7 Ideas for developmentally appropriate experiences are sent home individually or in newsletters and flyers.

### **GUIDELINE 4.3**

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

#### INDICATORS

4.3.1 Parents 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.







## 5.0 STAFF DEVELOPMENT

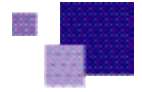
A systematically implemented staff development program enables early education program staff to stay abreast of and use emerging and established knowledge in the field of early childhood education. Staff development most effectively contributes to program quality when it matches staff needs and interests to program goals and results in developmentally appropriate and effective programs for young children.

### **GUIDELINE 5.1**

**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

- 5.1.1 At least once a year, the program administrator meets with the early education staff to formulate, review, or revise the plan that will be used as the basis for providing a developmentally appropriate program.
- 5.1.2 The program designs and implements a professional development plan to ensure that the early education program staff possesses the attitudes, information, and skills needed to implement developmentally appropriate practices. Early education staff (including those who provide services to Pre-K, K, and grades 1, 2, and 3) may be trained together to assure a continuum of knowledge transcends varying settings, expertise of staff, and community diversity. Training options include:
  - orientation and pre-service;
  - weekly or bi-weekly staff meetings;
  - program staff meetings; and
  - program and agency in-services, as appropriate to early childhood education.
- 5.1.3 Early childhood staff participates in professional development opportunities that increase their knowledge of current early childhood theory, content, and best practices, a minimum of one time yearly.
- 5.1.4 Professional days are set aside for the early education program staff to visit other early education programs in order to acquire new skills and knowledge. At least one opportunity to observe and/or work with an exemplary peer is provided.



- 5.1.5 The program administrators and other partnering agency administrators will expand their understanding of the elements and methods involved in implementing an effective early education program through participation in professional development activities.
- 5.1.6 The program administrator demonstrates current knowledge of state and national early education best practices and standards through participation in activities sponsored by early childhood professional organizations.
- 5.1.7 College and graduate coursework (CDA training, community college, and university classes) is encouraged for all early education program staff in order to continue their education and professional development.
- 5.1.8 Teaching staff will participate in a minimum of 12 hours of documented training annually on topics such as:
- child growth and development;
  - planning learning experiences;
  - observing and documenting child growth;
  - linkages with community services;
  - communication with families;
  - health/safety first aid, and CPR;
  - guidance and classroom management;
  - expectations for professional and ethical conduct;
  - team building and effective workplace skills/communication; and
  - current research and promising practices.
- 5.1.9 National accreditation by one of the State Board of Education approved accrediting bodies is required for early education programs receiving state funding. National accreditation for all early education programs is a long-range goal. The self-study process of the national accrediting organizations can be used as a means of professional growth and program improvement.





## 6.0 PROGRAM EVALUATION

All staff and parents are involved in evaluating the program's effectiveness in meeting the needs of children, parents, and community.

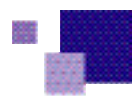
Programs that are accredited by a national accrediting organization have been linked to a higher program quality (Bryant, et al, 1999). Therefore, accreditation for all early education programs in Arizona is a long-range goal. The self-study process is used as a means of professional growth and program improvement.

### **GUIDELINE 6.1**

**The provider evaluates its early education program on an ongoing basis and uses the results to acknowledge its strengths and address its challenges.**

#### INDICATORS

- 6.1.1 The early education program participates in a self-appraisal process using the Guidelines for Comprehensive Early Education Programs.
- 6.1.2 The early education program uses the results of internal and/or external program reviews as the basis for program improvement.
- 6.1.3 Multiple indicators are used to determine early education program effectiveness.
- 6.1.4. Participants in early education program evaluations include:
  - teaching staff;
  - support staff;
  - administrators;
  - parents; and
  - students.



6.1.5. The early education program participates in the self-study process of an accreditation system such as those approved by the Arizona State Board of Education (see Appendix):

- The National Association for the Education of Young Children (NAEYC);
- The National Early Childhood Program Accreditation (NECPA);
- The National Accreditation Commission for Early Care and Education Programs (NAC);
- The American Montessori Society (AMS); or
- The Association for Christian Schools International (ACSI).

6.1.6 Internal self-study uses standards that evaluate:

- interactions among staff and children;
- curriculum;
- physical environment;
- health and safety;
- nutrition and food service;
- staff/parent interactions;
- administration;
- staff qualifications and development
- staffing; and
- evaluation.





## 7.0 TRANSITION BETWEEN ENVIRONMENTS

Educational programs for young children of working adults that are half-day or shorter than the typical workday, create a time gap in which the children are neither supervised at a program nor at home. In order to address this challenge and become increasingly responsive to the needs of families, early education programs must develop policies that make good sense for both children and their families. As they do so, they will collaborate with other agencies to establish early education programs that include high quality care and education.

### **GUIDELINE 7.1**

**The early education program supports comprehensive programs that meet the needs of children and families in the community.**

#### INDICATORS

- 7.1.1 The program disseminates information to families about early education programs and child care facilities in the community, including information about resource and referral agencies.
- 7.1.2 Programs collaborate with extended care and education service providers to ensure smooth transitions for children.
- 7.1.3 The program uses a communication form to obtain information about children from their most recent childcare and education providers. This communication form is used with each family's written permission.
- 7.1.4 The program collaborates with other agencies and organizations in examining family needs for childcare and early education programs. Plans for expansion of the early childhood community take existing providers and services into consideration.
- 7.1.5 The program participates in the development and implementation of innovative programs that address the child care/educational needs of families in the community.
- 7.1.6 The early education program collaborates with schools to facilitate transition to kindergarten.



## 8.0 HEALTH SERVICES

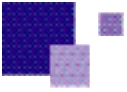
A comprehensive early education program includes support for children's physical and mental health needs, which directly affect their social, emotional, and cognitive development. Enhancing children's health and physical abilities includes addressing current health issues, increasing families' knowledge of and children's access to preventive health care.

### **GUIDELINE 8.1**

**The program will assess and meet children's health care needs.**

#### INDICATORS

- 8.1.1 The program will document child and family health history, medication, growth, allergies, immunization, hospitalizations, special needs, etc.
- 8.1.2 The program will assist families in obtaining information for medical, vision, hearing, dental, nutrition, and developmental screenings.
- 8.1.3 The program will provide information about sites with accessible immunizations and TB tests as required by the Arizona Department of Health Services.
- 8.1.4 Program staff will provide information and resources regarding treatment, follow up, or educational services based on comprehensive health screenings and participate in planning meetings as appropriate.
- 8.1.5 Information and resources regarding psychological or mental health services will be provided as needed.
- 8.1.6 The health component of the program's curriculum will include concepts related to health promotion and disease prevention, (e.g., personal hygiene, nutrition, physical activity and safety).
- 8.1.7 The program will provide information and resources about direct health services when not available in the community.
- 8.1.8 The program will comply with the regulations set by the Arizona Department of Health Services, Office of Child Care Licensure, and appropriate county health codes when handling food (snacks, sack lunches, special diets, food from home to group, etc).



## **GUIDELINE 8.2**

**The parent education portion of the program will provide a health care component.**

### INDICATORS

- 8.2.1 Health care will be included in the parent education portion of the program in the form of workshops, guest speakers, handbooks, and home visits.
- 8.2.2 Information will be provided to families on health services in the community.

## **9.0 NUTRITION SERVICES**

Adequate nutrition promotes children's sound physical, social, emotional, and cognitive development. The goal of the early education program is to help staff, children, and families understand the relationship of nutrition to health, the factors which influence food practices, the variety of ways to provide for nutritional needs, and application of their knowledge in the development of healthy food habits.

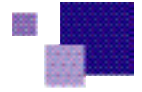
## **GUIDELINE 9.1**

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

### INDICATORS

- 9.1.1 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.
- 9.1.2 Menus will specify foods to be served and will be planned at least one week in advance. These menus will be dated, posted in the program's entrance area, and kept on file when complete.
- 9.1.3 Dietary modifications will be a cooperative effort between parents, a trained health care provider, and the early education program staff.





## **GUIDELINE 9.2**

**Meals and food experiences will be planned with sensitivity to cultural food preferences.**

### INDICATORS

- 9.2.1 Meals and/or snacks, which include foods indicative of children's cultural backgrounds, are integrated into the regular menus.
- 9.2.2 Food issues and food items are handled in a culturally sensitive manner for staff, children, and parents.

## **GUIDELINE 9.3**

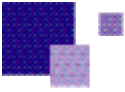
**The program's nutrition curriculum includes opportunities for classroom cooking and tasting, gardening, and nutrition related field trips.**

### INDICATORS

- 9.3.1 The program will have a nutrition plan that integrates into the curriculum the introduction of new foods, with preparation and tasting experiences in the early education environment and at home.
- 9.3.2 The program will plan a curriculum that offers opportunities for children to develop the knowledge and skills necessary to make appropriate food choices.
- 9.3.3 Menus will include foods that offer a variety of shapes, sizes, textures, and tastes to encourage acceptance of a broad range of foods.
- 9.3.4 Nutrition curriculum and environmental experiences involving foods and nutrition will be safe and developmentally appropriate to encourage positive interaction between child and program staff.
- 9.3.5 The curriculum may include experiences in gardening to encourage a respectful attitude toward the origin of food, including the growing and harvesting cycle, as children learn and understand the elements necessary for existence.







## **GUIDELINE 9.4**

### **Families actively participate in nutrition activities.**

#### INDICATORS

- 9.4.1 Families are provided written menus.
- 9.4.2 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.
- 9.4.3 Families are encouraged to actively participate in program nutrition and gardening activities. Program nutrition resources are shared with families during home visits and other communications.

## **GUIDELINE 9.5**

### **Program staff utilize resources from community agency nutrition programs.**

#### INDICATORS

- 9.5.1 Programs access resources from community agencies and programs, such as the Child and Adult Care Food Program (CACFP), Dairy Council, or Cooperative Extension, to assist in expanding nutritional awareness for the staff, children, and families.
- 9.5.2 The program will give families with children up to five years old, information about the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC).





### **GUIDELINE 9.6**

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

#### INDICATORS

- 9.6.1 Mealtime is a pleasant social and learning experience for children.
- 9.6.2 At least one adult sits with children during meals to provide a positive role model, encourage conversation, and promote good nutrition habits.
- 9.6.3 Children are encouraged to serve themselves, to the extent possible, and assist with clean up.
- 9.6.4 Chairs, tables, and eating utensils are suitable for the size and developmental stages of children.

## **10.0 SOCIAL SERVICES**

In order to deliver a comprehensive early education program, 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.

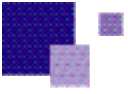
### **GUIDELINE 10.1**

**Assist the family efforts to enhance the condition and quality of family life.**

#### INDICATORS

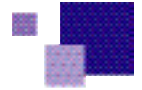
- 10.1.1 A relationship with families based upon trust, respect, and confidentiality is developed.
- 10.1.2 Regular contact with families is implemented through home visits, conferences, and other opportunities for interaction.
- 10.1.3 Families are supported in identifying needs and goals.





- 10.1.4 Families are supplied with information about accessing community services and resources and supported through the process.
- 10.1.5 A system for providing information and resources as well as follow up contacts is in place to assure that families' needs are met.
- 10.1.6 Family participation in the early education program is facilitated by providing information on childcare and transportation resources as needed.
- 10.1.7 Collaboration with existing community resources establishes linkages that allow for the provision of social services at the program site or a nearby location.
- 10.1.8 If appropriate, family members are referred to classes in literacy, English acquisition, General Education Diploma (GED), citizenship, job training, and parenting.





## 11.0 COMMUNITY 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 the early education program, schools, businesses, and the community work together to meet the needs of families.

### **GUIDELINE 11.1**

**The program is supported by collaborative relationships within the community.**

#### INDICATORS

- 11.1.1 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.
- 11.1.2 The early education program will be integrated into the activities and procedures of the neighborhood school and district.
- 11.1.3 Early education and kindergarten programs will collaborate to provide opportunities for the smooth transition of children and families between programs.





## 12.0 CHILD ASSESSMENT

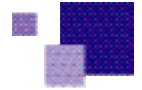
Child assessment in an early education program is the process of observing, recording, and otherwise documenting the work children do and how they do it. This information is used as a basis for a variety of educational decisions that affect the child, including planning for groups and individual children, and communicating with families. Appropriate assessment methods are essential if programs are to provide curriculum and experiences that are age-appropriate, developmentally appropriate, and culturally sensitive. Assessment will address all areas of development and learning – physical, social, emotional, linguistic, creative, and cognitive, and will include a variety of methods and processes.

### **GUIDELINE 12.1**

**Children’s growth in all developmental areas is routinely assessed. Appropriate assessments of children are used for program planning and implementation, communicating with parents, identification of children with special needs, and program evaluation and accountability.**

#### INDICATORS

- 12.1.1 Children’s growth in the cognitive, communicative, creative, social, emotional and physical domains is routinely assessed through a variety of informal methods.
- 12.1.2 Informal and routine assessment consists of observing children’s performance and interactions with peers and adults, and listening to them as they talk.
- 12.1.3 Information elicited from parents about their child’s experiences at home is taken into consideration in program planning and implementation.
- 12.1.4 Information about each child’s growth and development is systematically collected and recorded throughout the program cycle. Such information may include samples of children’s work, descriptions of their performance, and anecdotal records.
- 12.1.5 In addition to informal methods, 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.
- 12.1.6 In the event that systematic monitoring of a child’s development indicates that an evaluation for special education eligibility is appropriate, the parent and the special education director of the local school district will be notified. The school district policies regarding special education evaluation will be followed.



- 12.1.7 Assessments are administered by appropriately trained professionals. If standardized assessments 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.
- 12.1.8 Results of the assessments are shared with the child's parents. Interpretation of the assessment is shared in non-technical language to avoid misinterpretation.

## **GUIDELINE 12.2**

### **Developmentally appropriate assessment is an on-going process.**

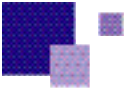
#### INDICATORS

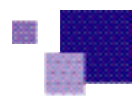
12.2.1 Developmentally appropriate child assessments may include:

- interviews;
- observations;
- anecdotal note taking;
- portfolios;
- checklists;
- parent information;
- time samples;
- documentation panels; and
- appropriate standardized tools (this includes tools that have been determined by the program to be valid and reliable for the background characteristics of the child/children to be tested, that provide developmental information specific the area of concern, and that measure what the test is intended to measure).

12.2.2 Assessment information is used to plan and revise curriculum and goals for the class and for individual children.







## APPENDIX

### SUGGESTED LEARNING AREA MATERIALS

The materials and supplies listed below describe the minimum contents of well-supplied learning centers in the preschool classroom. All materials should represent a variety of diverse cultures, styles and traditions.

#### CENTER

Library/Media



#### MATERIALS

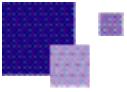
- Pictures
- Books, (pictures, patterned, wordless)
- Reference books
- Books made with children
- Books with tapes, CDs, videos (purchased or teacher made)
- Magazines, newspapers, catalogs
- Functional print (menus, greeting cards, maps, lists, etc.)
- Chart stories made with children
- Children's original poems and stories
- Chairs, pillows
- Carpet, rug, or carpet squares
- Book display rack
- Audiovisual materials (tapes, CDs and easy-to-operate players)
- Storytelling props
- Stuffed animals
- Puppets
- Beginning computer software (simple programs for drawing, sequencing, learning about the computer, and activities with shapes and quantities)

Reading/Writing

- Chalkboard or whiteboard
- Writing implements (chalk, pencils, ink pens, markers, crayons)
- Erasers (pencil, marker and chalk)
- Rubber stamps / stamp pads
- Used postage stamps
- Glue, glue sticks, paste and tape
- Paper of all kinds, line and unlined
- Envelopes
- Alphabet blocks, alphabet cards
- Moveable letters
- Word cards with words and pictures
- Pictionaries
- Picture, alphabet and word games
- Print models (poems, chart stories, word lists)
- Functional print
- Small blank books
- Stencils
- Book jackets, posters
- Pictures and photographs
- Bulletin board for children to display their work
- Mail box / message center
- Low shelf for organizing supplies and materials





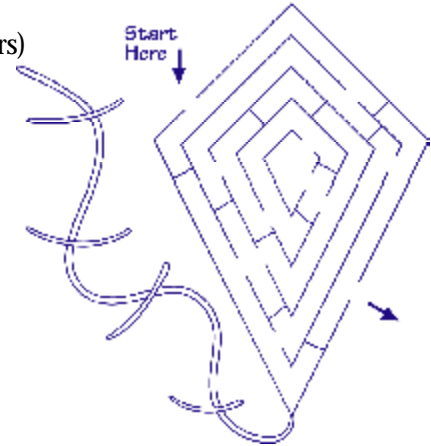


## CENTER

### Mathematics

## MATERIALS

Number blocks and cubes  
 Pegs and peg boards  
 Beads and string, pattern cards  
 Collections (buttons, stones, marbles, spools, straws)  
 Plastic plates or lids for making sets  
 Egg cartons  
 Balance / scale  
 Unifix cubes  
 Dominoes  
 Sets of small manipulatives (cars, bears)  
 Magnetic numbers, number line  
 Rulers and tape measures  
 Measuring cups and spoons  
 Rods of graduated sizes  
 Cuisenaire rods  
 Parquetry blocks, pattern cards  
 Geometric shapes of various sizes  
 Geoboards  
 Pennies and other coins  
 Math games  
 Math concept books and puzzles  
 Paper, pencil, crayons and erasers  
 Readable patterns  
 Nesting sets



### Home Center/Dramatic Play

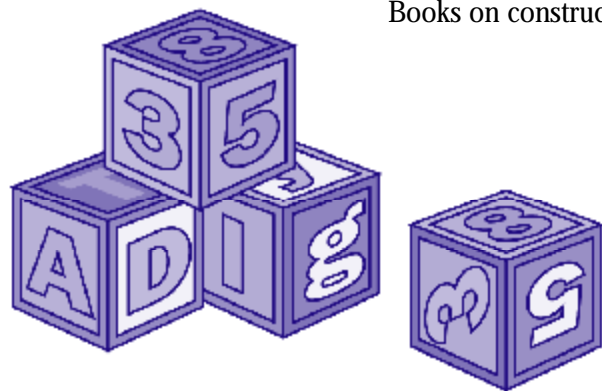


Stove  
 Sink  
 Refrigerator  
 Table and chairs  
 Cabinet or shelves  
 Doll bed  
 Doll stroller, high chair, crib  
 Brushes, combs  
 Mirrors (hand and full-length)  
 Telephone and phone book  
 Phone message pads  
 Pictures  
 Pots and Pans  
 Eating utensils  
 Cooking utensils  
 Empty product boxes  
 Housekeeping tools (mop, broom, ironing board, iron, clothespins, clothesline, dustpan, bucket, sponge)  
 Jewelry and dress up clothes



## CENTER

Dramatic Play Example:  
Grocery Store



## MATERIALS

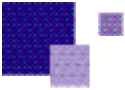
Dolls (male, female, ethnic, with disabilities)  
Doll clothes  
Prop boxes with tools and clothes for various stores and occupations  
Functional reading materials (store ads, menus, catalogs)  
Story books, magazines  
Writing tools and note paper

Shelves  
Empty produce boxes and cans  
Plastic fruits and vegetables  
Magazines / newspapers  
Paper and plastic bags (small)  
Cash register  
Coins and paper money  
Product category signs  
Grocery carts  
Shopping lists with words and pictures  
Paper and pencil for making shopping lists



Blocks/Construction

Cardboard blocks  
Hollow blocks  
Wooden unit blocks – Kindergarten set  
Durable cardboard boxes of various sizes  
Variety of sturdy rubber, wood, vinyl and plastic animals (farm, zoo, dinosaurs, aquatic)  
People (family sets, community workers, and others representing various ethnic groups and showing males and females in a variety of roles)  
Transportation vehicles (cars, trucks, dump trucks, airplanes, helicopters, spaceships, trains, boats, fire engines, buses)  
Traffic and other functional signs  
Materials for making and posting signs  
Pictures and photographs  
Books on construction



## CENTER

Sand Table

## MATERIALS

Buckets of various sizes  
 Plastic containers of all sizes  
 Shovels and scoops  
 Funnels  
 Sieves, strainers, containers with holes  
 Measuring cups  
 Scale or balance  
 Small trucks and cars



Water Table

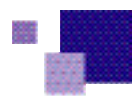
Buckets of various sizes  
 Plastic containers of all sizes  
 Funnels  
 Measuring cup  
 Baster  
 Sieves, strainers, containers with holes  
 Sponges  
 Liquid detergent  
 Egg beater  
 Objects that sink and float  
 Small boats  
 Straws  
 Water pump  
 Water wheel  
 Tubes  
 Water and food colors



Games / Puzzles  
Table Top Activities

Puzzles  
 Games with outcome based on chance, not strategy  
 Visual discrimination games  
 Association games  
 Concept games  
 Attribute games  
 Cooperative games (lotto, dominoes, bingo, concentration, matching games, card games)  
 Pattern cards  
 Sorting trays  
 Beads and string  
 Interlocking blocks  
 Lincoln Logs  
 Tinker Toys  
 Items to snap, button, zipper and lace  
 Items to take apart and put back together  
 Sewing cards





## CENTER

Art



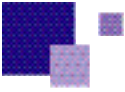
## MATERIALS

- All materials should be nontoxic
  - All paint/crayons/colored pencils need to include a variety of flesh colors
- Easels  
 Tempera paint  
 Finger paint  
 Watercolors  
 Paint brushes of various sizes  
 Toothbrushes  
 Large paper (minimum size 12"x 18")  
 Various types of paper (manila, newsprint, construction, butcher)  
 Sandpaper, wrapping paper, wallpaper samples  
 Styrofoam packing pieces (for table painting)  
 Newspaper  
 Crayons  
 Chalk  
 Pencils  
 Playdough or clay  
 Washable markers  
 Glue, glue sticks, paste, tape  
 Blunt scissors  
 Stapler  
 Hole punch  
 String  
 Sponges  
 Fabric scraps  
 Yarn  
 Weaving materials  
 Paper towels  
 Bulletin board or clothesline for displaying art  
 Clothespins, push pins  
 Art posters  
 Smocks or old adult-size shirts  
 Stamp pads and stamps

Woodworking

- Screwdriver  
 Hammers  
 Saw  
 Nails / screws  
 Wood  
 Workbench  
 Safety glasses (mandatory)  
 Safety gloves  
 Glue





## CENTER

## MATERIALS

### Music/Instruments



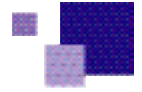
Styrofoam  
 Clay and golf tees  
 Cardboard  
 Duct tape

Drums  
 Rhythm sticks  
 Cymbals  
 Kazoos  
 Tambourines  
 Triangles  
 Maracas, shakers, rattles  
 Bells and bell bands  
 Xylophones

### Outdoor Sports Equipment

Plastic or metal ride-ons, such as low-slung tricycles (make helmets available)  
 Realistic ride-ons such as cars, trucks, horses  
 Structures with potential for role-playing activities  
 Climbing structures with various moving parts (swings, bars, ladders, hanging rings)  
 Slides  
 Small seesaws  
 Balls for kicking, throwing, catching  
 Soft balls to hit with large plastic bat  
 Bean bags and other materials to throw at targets  
 Toys listed in Sand Table section  
 Bubble liquid, variety of wands  
 Sidewalk chalk  
 First aid kit





## 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 Education Programs visit [www.ade.az.gov](http://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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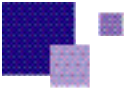
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## **COMPREHENSIVE PROGRAMMING**

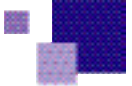
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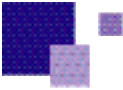
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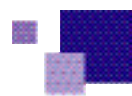
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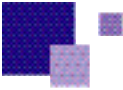
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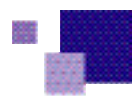
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## **CURRICULUM RESOURCES**

High/Scope ([www.highscope.org](http://www.highscope.org))

Developmental Interaction Approach ([www.bnkst.edu](http://www.bnkst.edu))

Constructivism ([www.ncrel.org](http://www.ncrel.org))

Creative Curriculum ([www.teachingstrategies.com](http://www.teachingstrategies.com))

Project Approach ([www.project-approach.com](http://www.project-approach.com))

Montessori ([www.montessorird.org](http://www.montessorird.org))

Multi-Age Classrooms ([www.kurabyss.qld.edu.au/multiage.htm](http://www.kurabyss.qld.edu.au/multiage.htm))

Reggio Emilio (<http://www.reggiochildren.com>)

## **ASSESSMENT TOOLS**

Developmental Profile II (Western Psychological Services)

Preschool and Kindergarten Behavioral Scales (PRO-ED)

Every Move Counts (The Psychological Corporation)

Assessment, Evaluation, and Programming System for Infants and Children (Volumes 3 and 4) (Paul H. Brookes Publishing Co.)

Communication and Symbolic Behavior Scales, Normed Edition (Paul H. Brookes Publishing Co.)

Early Childhood Environment Rating Scale (ECERS) (Teachers College Press)

Hawaii Early Learning Profile (HELP): HELP for Preschoolers (3-6) (VORT Corporation)

High / Scope Child Observation Record (COR) (High / Scope Press)

Transdisciplinary Play-Based Assessment (Paul H. Brookes Publishing Co.)

Work Sampling System (Rebus Planning Associates)

Battelle Developmental Inventory (Riverside Publishing Company)

Pre-K Success (Syndactics, Inc.)

The Creative Curriculum Developmental Continuum Assessment System (Teaching Strategies)

Assessment of Practices in Early Elementary Classrooms (APEEC). (Teachers College Press)

Galileo (Assessment Technology Inc.)

Ages & Stages Questionnaire (ASQ) (Paul H. Brookes Publishers)

Transdisciplinary Play-Based Assessment (TPBA) (Paul H. Brookes Publishers)

Brigance Diagnostic Inventory of Early Development, Revised (Curriculum Associates)

Dial III (AGS Publishing)

Get Ready to Read! (National Center for Learning Disabilities)

Devereux Early Childhood Assessment Program (DECA)  
(Psychological Assessment Resources, Inc.)

### **ACCREDITATION ORGANIZATIONS**

Association for Christian Schools International - 326 S. Wilmot Rd., Ste. A110, Tuscon, AZ  
85711; 520-514-2897; [www.acsi.org](http://www.acsi.org)

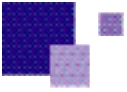
American Montessori Society – 281 Park Avenue South, 6<sup>th</sup> Fl, New York, NY 10010;  
212.358.1250; <http://www.amshq.org>

National Accreditation Commission for Early Care and Education Programs – PO Box 982,  
Christiansburg, VA 24073; 800.537.1118; <http://www.naccp.org>

National Association for the Education of Young Children – 1509 16<sup>th</sup> St., N. W., Washington D.C.  
20036; 800.424.2460; <http://www.naeyc.org>

National Early Childhood Program Accreditation (1996) – 1029 Railroad St., Conyers, GA 30207;  
800.543.7161





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