

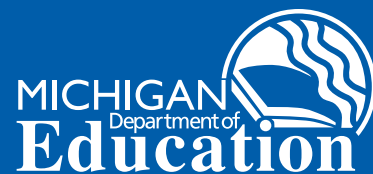


Early Childhood Standards of Quality

for Prekindergarten

Michigan State Board of Education

March 8, 2005



powered by the
Early Childhood
Investment Corporation
and Michigan's Great Start Collaboratives

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Early Childhood Standards of Quality for Prekindergarten

Introduction

This document stands on the shoulders of earlier efforts by the Michigan State Board of Education and its agency and organizational partners to define quality programs for young children and the learning that might be expected of children at certain ages and stages. Several documents and initiatives were the direct “parents” of this new document.

- On November 5, 1986, the State Board of Education approved the document, *Standards of Quality and Curriculum Guidelines for Preschool Programs for Four Year Olds*. The purpose of that document was to provide the framework for the design and implementation of a high-quality preschool program targeted to four year olds at-risk of school failure.
- Recognizing the value and need for quality early childhood education programs for children four through eight years old, the Michigan State Board of Education appointed another committee to develop *Early Childhood Standards of Quality for Prekindergarten Through Second Grade*, and adopted those standards on December 15, 1992. Although used broadly, many of the recommendations were most applicable to public school districts because of the wide age range covered.
- At about the same time, procedural safeguards and other rules were adopted for Early Childhood Special Education (formerly Pre-Primary Impaired, PPI) classrooms.
- In August 2002, the Michigan State Board of Education adopted the report of its Task Force on Ensuring Early Childhood Literacy. The report directed the Department of Education to develop a single document, including expectations for young children’s development and learning, and quality standards defining programs that would allow them to reach those expectations. It had become apparent that a document was needed that focused on children ages three and four, and the programs that serve them. Additionally, varying program standards were making inclusion of targeted groups of children (e.g., children with disabilities) in some programs difficult.
- Further, emerging federal requirements for early childhood opportunities for states also supported the need for a revision of the current documents.

In January 2003, Michigan embarked on a journey to develop a comprehensive early childhood system, with the vision of “A Great Start for every child in Michigan: safe, healthy, and eager to succeed in school and in life.” This Great Start effort begins with a philosophic underpinning that every child in Michigan is entitled to early childhood experiences and settings that will prepare him/her for success. As the systems work unfolded, it became clear that expectations for young children’s learning and quality program standards

beyond minimum child care licensing rules were a critical foundation for all of the system. This system of early childhood education and care standards will ultimately address standards for infants and toddlers, preschoolers, and primary grade children, including both early learning expectations and program quality standards for classroom-based programs and family child care settings. Standards for parenting education programs and for professional development are also needed, as are standards for out-of-school time programs (before- and after-school programs, and summer programs) for school-agers.

This system of high quality standards will set the stage for the development of a comprehensive and coordinated system of services. Individual programs and funding opportunities will further define accomplishment of the standards through their own operating procedures and implementation manuals.

The standards in this document are meant to define settings of the highest quality. Michigan is embarking on a tiered rating system, which will include a staircase of increasing quality and supports for programs to reach the high quality described in this document. Minimal legal standards (licensing) for the operation of classroom early childhood education and care settings and family and group child care homes will continue to form the base for this system. This document is the first of several pieces of the early childhood standards systemic work; it is focused on three- and four-year olds and the classroom programs (e.g., Department of Education administered early childhood programs including those serving children with disabilities, the state's Head Start programs, and community-based child and preschool programs) they may attend.

In response to these systemic needs, the Department of Education convened an interagency group in 2004 to lead the development of this document, *Early Childhood Standards of Quality for Prekindergarten*, essentially a revision of the 1992 document described earlier. The State Board of Education then appointed an Ad Hoc Advisory Committee of more than 80 individuals who spent almost a year and countless hours on this work. The Advisory Committee undertook their work with the hope that the resulting document would have these impacts:

- The development of cohesive standards that integrate and align all early childhood programs as a foundation for all children's well-being.
- The development and implementation of plans for professional development of early childhood staff so that all children have access to qualified staff.
- The creation of a framework for an accountable early childhood system that would include assessments of children's learning and program quality.
- Partnerships among professionals, families, and communities as full partners in children's school and life success.
- Definition and support for best practices in early childhood programs.
- Promotion of public awareness of the standards and their implementation.

Young children's development and learning are highly dependent upon their relationships and environments. *Early Childhood Standards of Quality for Prekindergarten* is meant to provide guidance to all early care and education programs for providing all three- and four-year-old children with opportunities to reach essential developmental and educational goals. Carefully developed early learning expectations linked to K-12 expectations can contribute to a more cohesive, unified approach to young children's education. *Early Childhood Standards of Quality for Prekindergarten* includes both *Quality Program Standards for Prekindergarten Programs* and *Early Learning Expectations for Three- and Four-Year-Old Children*. Clear research-based expectations for the content and desired results of early learning experiences can help focus curriculum and instruction. By defining the content and outcomes of young children's early education, the early learning expectations will lead to greater opportunities for preschoolers' positive development. Alignment with *K-12 Grade Level Content Expectations* will result in better transitions to formal schooling.

Definition of a single set of *Early Learning Expectations* does not mean that every three- or four-year old's development and learning will be the same as every other child's development and learning. Learning and development in the early years is characterized by variability, dependent on experience, and connected across domains. Similarly, definition of a single set of *Quality Program Standards* does not imply that every preschool/prekindergarten classroom in Michigan will or should look the same. A variety of curricula, methodology, and program implementation strategies are required to meet the needs of the diversity of children and to provide choices to meet families' goals and preferences. The wide framework of the standards, based on research, and the range of opportunities for programs to meet those standards, will ensure a continuum of services to support Michigan's young children.

Continuity is important so that expectations of children at a certain age are consistent. Equally important, expectations must build so that children's learning is supported systematically over time. The next section outlines the technical alignment of this content to program standards and sets of expectations for child outcomes. Within the text, cross-references to other standards and expectations are provided.

When *Early Childhood Standards of Quality for Prekindergarten* is implemented and utilized as a complete document (and when, in the future, it is connected to companion documents focused on infants and toddlers and primary grade children), the State Board of Education believes that Michigan will improve its early childhood settings to reach even higher quality, that our children will achieve the expectations we have set for them, and that we will achieve our vision of a Great Start for them all.

Alignment with Related Standards Documents

As discussed in the Introduction, *Michigan's Early Childhood Standards of Quality for Prekindergarten (ECSQ-P)* are intended to help early childhood programs provide high quality settings and to respond to the diversity of children and families. The *ECSQ-P* build on the minimums detailed in the *Rules for Child Care Centers* and incorporate the essential elements of the program and child outcome standards required for various other early childhood programs. In addition they are aligned with the *Grade Level Content Expectations (GLCEs)* for Kindergarten. Quality Program Standards and Early Learning Expectation statements in the *ECSQ-P* are followed by related references to the following:

For Program Standards:

Licensing Rules for Child Care Centers [LRCCC-R400.0000] – Since the *ECSQ-P* make the presumption that programs are already in compliance with the *Licensing Rules for Child Care Centers*, these minimum regulations have not been duplicated in the *ECSQ-P*. Related licensing regulations have been noted so that users of the *ECSQ-P* document can readily find the connections.

Head Start Performance Standards [HSPS-1304.0] – Head Start is a comprehensive child and family development program. *The Head Start Performance Standards* detail requirements for all aspects of program operation, many of which extend beyond the range of services covered by the *ECSQ-P*. Although not directly referenced, the developers of the Program Standards portion of the *ECSQ-P* made extensive use of the *Head Start Performance Standards* in determining standards to include. Those responsible for administering Head Start programs are encouraged to map the standards in the *ECSQ-P* to relevant *Head Start Performance Standards*.

For Early Learning Expectations:

Head Start Child Outcome Framework [HSCOF] – This framework is used by Head Start programs serving three- and four-year-old children to shape curriculum and to guide the creation of child assessments. The items in the HSCOF correlate closely to the *Early Learning Expectations for Three- and Four-Year-Old Children (ELE/3-4)* and all of the HSCOF indicators have been linked to the relevant ELE.

Michigan Grade Level Content Expectations [GLCE] – The GLCE performance statements are intended to provide kindergarten teachers with an outline of learning expectations. They are not intended to represent the entire curriculum, but only those expectations that may be a part of assessments. *The Early Learning Expectations for Three- and Four-Year-Old Children* support the kindergarten GLCEs by describing the knowledge and skills typically developing children might reasonably be expected to acquire as a result of experiencing a quality-learning environment in the preschool years. All of the Kindergarten GLCEs have been placed with the most closely related ELEs.



INTRODUCTION

The 1986 blue-covered document, *Standards of Quality and Curriculum Guidelines for Preschool Programs for Four Year Olds*, was adopted as Michigan began its first targeted state prekindergarten program for four-year-old children at risk of school failure. The “blue standards” included a set of critical elements and components thought to predict results for children and used at that time to determine quality in early childhood programs. The standards articulated what the State Board of Education considered necessary for preschool programs to be successful, and have been used continuously as the prekindergarten program grew into the Great Start School Readiness Program. Monitoring instruments and self-assessment protocols, leading to a continuous improvement planning process, were also developed and implemented based on the “blue standards.” Although the State Board of Education and the Department of Education distributed the “blue standards” and supporting documents widely, they were never required for programs other than the Great Start School Readiness Program.

In 1992, the orange-covered document, *Early Childhood Standards of Quality for Prekindergarten through Second Grade*, including voluntary standards for classrooms designed for children ages four through eight, was adopted by the State Board of Education. Although intended to apply to many of the state's early childhood programs, much of the language was specific to public school districts because of the wide age range covered. The "orange standards" were required for a few grant programs, and many school districts had great success in implementing programs based on the document.

At about the same time, procedural safeguards and special education regulations were developed for Early Childhood Special Education (formerly Pre-Primary Impaired, PPI) classrooms for children ages 3-5, funded through Part B of the Individuals with Disabilities Education Act (IDEA).

Confusion in the early childhood world about which set of State Board of Education program standards applied to which program, or should apply, soon became apparent. Inconsistent program standards made inclusion of children with differing needs difficult. Simultaneously, efforts in state government to improve quality in all programs, beyond the minimums required by early childhood/child care licensing, brought together a large group to redefine high quality program standards. The vision of high quality for all is to be actualized by a tiered rating system for programs, with minimal licensing standards as the foundation and a staircase of graduated improvements in quality to reach these high standards at the top. As programs are supported to move up the stairway, the foundational minimums can be gradually increased so that many more programs provide more quality to more children. It is clear that programs cannot improve in quality unless professional development and other program supports are available to them.

The standards in this section of the document are meant to define quality in all center-based classroom programs for three- and four-year old children, regardless of sponsorship or funding. Each program standard is followed by a list of statements that illustrate a variety of ways that a quality program may demonstrate that it meets the standard. A particular program will meet some, but probably not all, of the items that demonstrate each standard. Funding stipulations may require programs to meet particular standards in specific ways. Programs funded for targeted populations (e.g., children with disabilities, children learning English) may have required components to meet the standards. Most children can be successfully served in programs that are open to all children of a particular age; however, this is not possible in some cases because of funding restrictions or the needs of the children themselves for specialized services that cannot be provided with sufficient intensity in an inclusive program. For example, programs for children with specific disabilities will find that the program standards themselves are still applicable, but that they need to be met in particular ways to meet the needs of the children enrolled. Implementation documents, operating manuals, applications, and the like are being developed and will provide additional guidance to such targeted programs.

These quality standards are meant to apply to center-based classroom preschool/prekindergarten programs that provide all children with experiences and opportunities that allow them to meet the *Early Learning Expectations for Three- and Four-Year-Old Children*. Companion documents planned as part of this systemic effort will address quality program standards for programs for infants and toddlers and for family and group child care home settings. Quality program standards for programs that use parenting strategies to promote child development will also be part of the systemic effort.

The Program's Statement of Philosophy



A quality early childhood program begins with an underlying theory or statement of fundamental beliefs—beliefs about why it exists, what it will accomplish, and how it will serve all the children and their families involved in the program. The philosophy establishes a framework for program decisions and provides direction for goal-setting and program implementation, the foundation upon which all activities are based.

The philosophy statement guides decisions about how the program:

- Employs a qualified and nurturing staff who use developmentally appropriate practices.
- Establishes a warm, stimulating, and multi-sensory environment filled with developmentally appropriate materials.
- Develops a curriculum that supports children's individual rates of development.
- Maintains a continuous evaluation system that regularly assesses and reviews program goals and children's progress.
- Nurtures a cooperative relationship between families and the program and fosters collaboration with the community.
- Provides for continuous staff development.
- Promotes a climate of acceptance and inclusion of children of varying cultural, ethnic, linguistic, and racial backgrounds with a range of abilities and disabilities.

Program leaders use current research about how children grow, develop, and learn in combination with national standards (e.g., National Association for the Education of Young Children Accreditation Criteria, Head Start Performance Standards, Council for Exceptional Children: Division of Early Childhood documents) to inform the development of its philosophy statement.

1. Program Standard: A written philosophy statement for the early childhood education and care program is developed and utilized as the basis for making program decisions and establishing program goals and objectives.



A Quality Program:

1. Develops a philosophy statement that incorporates suggestions from the program's staff (teachers, administrators, and support staff), governing board, families, and community representatives.
2. Reviews the philosophy statement at least every five years.
3. Uses input from staff, the governing board, families, and community representatives; new legislation; research findings, and/or other significant factors which impact early childhood education to inform the revision of the philosophy statement.
4. If applicable, recommends adoption of the philosophy statement by the governing or advisory board of the program.

2. Program Standard: The philosophy statement includes the rationale for the program.

A Quality Program:

1. Aligns the philosophy statement with state and local goals, standards, and guidelines for early childhood education programs.
2. Assures that the philosophy statement reflects applicable legislation.
3. Aligns the philosophy statement with the values of high quality early childhood education programs.
4. Addresses the social, economic, cultural, linguistic, and familial needs of the community in the philosophy statement.
5. Includes an evidence-based bibliography (e.g., the value of play) used in developing or revising the philosophy as a part of the statement.

3. Program Standard: The program promotes broad knowledge about its philosophy.

A Quality Program:

1. Disseminates copies of the philosophy statement to program staff, governing board members, families, and other interested persons.
2. Includes discussion of how the philosophy affects the operation of the program in staff development and information sessions for families, other agencies, and community members.

PROGRAM'S STATEMENT OF PHILOSOPHY



4. Program Standard: The program uses the philosophy statement in making decisions about the design and operation of the program.

A Quality Program:

1. Uses its philosophy to identify the program's goals and objectives.
2. Assures that the philosophy is visible in the program plan (e.g., policies, curriculum, family collaboration, and classroom practices), development, and implementation.
3. Applies the philosophy in the evaluation and revision of the program.
4. Uses the philosophy statement in the development of staff job descriptions, personnel evaluations, and development activities.

Community Collaboration and Financial Support



Children's learning is enhanced when early childhood programs work collaboratively and cooperatively with community programs, institutions, organizations, and agencies to meet the broader needs of children and their families through direct services or referrals. Relevant community funding sources should be identified and utilized to support quality early childhood programs, services, and resources, regardless of sponsorship.



- 1. Program Standard: The program shows evidence of participation in collaborative efforts within the community and has membership on the community's early childhood collaborative council.**

A Quality Program:

1. Participates in the development of a common community philosophy of early childhood expectations.
2. Shares information on available community services and eligibility requirements for services with administrators, the teaching staff, and all early childhood providers.
3. Plans with other community programs/agencies for coordination of a comprehensive, seamless system of services for all children and families.
4. Explores and, to the extent possible, employs joint funding of the program.
5. Encourages joint and/or cooperative professional development opportunities.
6. Promotes outreach efforts in the community to develop and extend early childhood knowledge as part of ongoing public relations.
7. Participates in a community early childhood collaborative council, if available.

COMMUNITY COLLABORATION AND FINANCIAL SUPPORT



2. Program Standard: The program works cooperatively and collaboratively with other early childhood programs in the community in order to facilitate children's transition into and out of programs and from one program to another.

A Quality Program:

1. Collaborates to ensure a smooth transition for children and families into preschool and from preschool to elementary school.
2. Promotes an awareness of all early childhood programs in the community and an identification of commonalities.
3. Shares appropriate printed materials and activities for families and children to facilitate transition.
4. Participates in the establishment and implementation of a system for sharing information about specific children between and among programs, agencies, and schools.
5. Cooperates with the special education personnel from school districts in the area to address the transition needs of children with disabilities.
6. Participates in joint funding and professional development opportunities for staff regarding transitions for children and families.

3. Program Standard: The program works with public and private community agencies and educational institutions to meet the comprehensive needs of children and families, to assist one another in the delivery of services, increase resources, and to strengthen advocacy efforts.

A Quality Program:

1. Streamlines the process for making and receiving referrals.
2. Reduces barriers by working with collaborating entities to expand existing support services for young children (e.g., child care, literacy initiatives, and summer food programs).
3. Shares available community resources to achieve specific objectives with the entire early childhood community (e.g., health screenings, counseling, parenting sessions, before- and after-school child care, care for sick children).
4. Has knowledge of various program eligibility requirements.
5. Shares physical space (e.g., space for a well-baby clinic, mental health counselors on site, a food pantry, a clothing bank) as possible.
6. Encourages professional organizations and local districts to share information about training, conferences, and other staff development opportunities with all early care and education programs in the community.

COMMUNITY COLLABORATION AND FINANCIAL SUPPORT

7. Participates in the preparation and implementation of contracts or memoranda of agreement between participating agencies.
8. Advocates for young children and supports quality early childhood education programs in the community.



4. Program Standard: The program works with community volunteer groups, agencies, and the business community (e.g., senior citizen groups, libraries, United Way agencies, volunteer groups, faith-based groups, service organizations, business organizations).

A Quality Program:

1. Invites members from community groups/agencies to participate in the program (e.g., be tutors, companions, presenters, mentors, etc., for children, volunteers for the program).
2. Invites members from community groups/agencies to be part of the interagency advisory committee.
3. Provides opportunities for co-sponsorship of community programs for families (e.g., reading aloud to children, child development classes at the workplace or at a community facility).
4. Identifies strategies for community partnership and reciprocation.

5. Program Standard: Funds are identified and used to purchase resources (e.g., staffing, space, equipment, materials) to provide an effective, accessible program.

A Quality Program:

1. Provides funds for program space and maintenance.
2. Provides funds for instructional materials and supplies which contribute to teaching and learning.
3. Provides funds for the purchase and maintenance of equipment which contribute to teaching and learning.
4. Provides funds for materials and supplies to implement all program components and accomplish all program objectives.
5. Provides funds for the assurance of health and safety regulations.
6. Provides funds for the evaluation of the program.
7. Provides funds for employment of support staff to assist program implementation.
8. Provides funds for developing and revising curricular and instructional materials.

COMMUNITY COLLABORATION AND FINANCIAL SUPPORT



6. Program Standard: The program has funds necessary to employ qualified staff and provide staff development activities.

A Quality Program:

1. Provides funds for salaries/wages, and benefits (e.g., health insurance, retirement, sick leave, vacation) for all staff (e.g., teachers, administrators, and support staff).
2. Provides funds for the number of staff necessary to conduct and administer the program.
3. Provides funds for additional pay, compensatory time, or released time for all staff to participate in professional development activities.
4. Provides funds for salaries of substitute staff when regular staff members participate in authorized professional development activities.
5. Provides funds for staff for authorized expenses and activities, including transportation and per diem expenses, according to local and state guidelines.

7. Program Standard: The program has funds necessary for parent involvement and education programs and family-oriented activities.

A Quality Program:

1. Provides funds for on-site child care services during parent workshops and group meetings.
2. Facilitates family participation in special events and other meetings through financial support (e.g., stipends, meals).
3. Provides funds for resource materials for training and group meetings for family members.

Physical and Mental Health, Nutrition and Safety

Children's good health (mental, oral, physical health, and fitness), nutrition, and safety are essential to their overall development and learning. Robust intellectual development can only proceed when children's basic health needs are met and when they are educated and cared for in settings which support their emotional well-being. A quality early education and care program addresses these needs, in partnership with families, by establishing opportunities for information exchange and by providing services directly or creating linkages with agencies that do provide such services.



1. Program Standard: Programs address the need for continuous accessible health care (mental, oral, physical health, and fitness) for children. [LRCCC-R400.5111; 5113; 5113b, 5113c]

A Quality Program:

1. Provides for information and referral for parents of children to health care partners for preventive and primary health and mental health care needs and coverage.
2. Periodically reviews and updates health records (including immunization records) to ensure that children receive recommended treatment and preventive services.
3. Establishes and implements a written policy to address basic health and mental health care and health care emergencies.
4. Works with parents and community partners to support an agreed-upon plan of action for goals related to the overall health and mental health of a child, such as the IEP and IFSP.
5. Works with parents to obtain information on their child's health, and share observations and concerns in order to build a supportive and nurturing environment.
6. Trains and supports staff in securing or providing referrals for needed services and documents all follow-up efforts.
7. Partners with the community to make decisions about spaces (and the development of space) for fitness opportunities for preschool children of all abilities.

PHYSICAL AND MENTAL HEALTH, NUTRITION AND SAFETY



2. Program Standard: The program addresses the nutritional health of children. [LRCCC-R400.5110]

A Quality Program:

1. Provides for information and referral for children to nutritional health partners for preventive and primary needs and coverage.
2. Ensures that nutritional services contribute to the development and socialization of children.
3. Makes a variety of food available that follows nutritional guidelines recommended by the U.S. Department of Agriculture.
4. Provides sufficient time for each child to eat.
5. Fully accommodates medically-based diets or other dietary requirements.
6. Provides food service and nutrition education in support of obesity reduction.
7. Follows rules and regulations applicable to federal and state food safety and sanitation laws.

3. Program Standard: The program's policies and practices support the inclusion of children with special health care needs unless participation is deemed a risk to the safety or health of the child or others, or fundamentally alters the nature of the program.

A Quality Program:

1. Ensures that the program has adequate health policies and protocols, staff training and monitoring, and supplies and equipment to perform necessary health procedures.
2. Implements plans to accommodate a child's health or safety needs before services to a child begins or as soon as possible after the need is identified.
3. Protects the privacy of the affected child and her or his family.
4. Reassures parents of other children that their children are at no health risk.
5. Promotes understanding of the child's special health care needs, without embarrassing or drawing attention to the child.
6. Ensures that parents and health care or other providers supply clear, thorough instructions on how best to care for the child, in order to protect the child's health and safety, as well as the health and safety of other children and staff.

PHYSICAL AND MENTAL HEALTH, NUTRITION AND SAFETY

7. Makes reasonable adaptations to the physical environment or program to accommodate children with special needs (e.g., accommodates children who need assistance with feeding or toileting, diapering). ☐
8. Obtains assistance from local agencies or organizations (e.g., hospitals, schools, intermediate school districts, and local health departments) for ways to accommodate the child in the program. ☒

4. Program Standard: Programs address requirements for continuous safe environments for children. [LRCCC-R400.5111a; 5113; 5113a]

A Quality Program:

1. Provides information and referral to parents and children creating and maintaining a safe environment.
2. Provides professional development to all staff working with children regarding safe environments and regulatory requirements.
3. Develops and implements written policy and procedures for staff and parents to follow.
4. Periodically reviews policies and procedures and updates where necessary.
5. Provides for a periodic review of background checks of all personnel and regular physical environment inspections.

Staffing and Administrative Support and Professional Development



Early childhood programs are staffed by individuals with differing levels of education and experience as required by the program's administering agency. All instructional staff, support staff, and non-paid personnel (e.g., parents, volunteers) should have training, experience, and access to staff development activities commensurate with their responsibilities. Additionally, strong and knowledgeable administrative leadership is a key component of an effective early childhood program.

1. Program Standard: Teachers are qualified to develop and implement a program consistent with the program philosophy and appropriate to the developmental and learning needs of the children and families being served, including the development of a continuing parent education and family involvement component. [LRCCC-R400.5103a]

A Quality Program:

1. Employs teachers with bachelor's degrees in early childhood education, or child development, including coursework and supervised field experience such as:
 - An elementary teaching certificate with an early childhood endorsement from an institution approved by the State Board of Education based on the National Association for the Education of Young Children/National Council for Accreditation of Teacher Education guidelines, or
 - The equivalent teacher certification from another state, or
 - A program specifically focused on preschool teaching.

2. Program Standard: Paraprofessionals (i.e., those staff who work with children under the supervision of a teacher) are trained to implement program activities and assist in the education and care of the children.

STAFFING AND ADMINISTRATIVE SUPPORT AND PROFESSIONAL DEVELOPMENT

A Quality Program:

1. Employs paraprofessionals with associate's degrees in early childhood education/preschool education, child development, child care or hold Child Development Associate (CDA) credentials or equivalent continuing education experience, as approved by a college or the State Board of Education.
2. Employs paraprofessionals who have had directed training programs, supervised work, or field experiences implementing educational activities for young children.



3. Program Standard: Support staff and non-paid personnel are assigned to roles that enhance the program's goals and increase the adult/child ratio. [LRCCC-R400.5104; 5104a; 5104b]

A Quality Program:

1. Provides background screens for support staff and regular volunteers in order to protect the physical and emotional safety of the children in the program.
2. Provides orientation on program goals and objectives as well as basic methods of positive interaction with children.
3. Assigns tasks and responsibilities that compliment their skill level and areas of strength.
4. Offers professional development and advancement opportunities.
5. Through restructured staff assignments and configurations, uses support staff and volunteers to improve the adult/child ratio.

4. Program Standard: The staff participates in a variety of ongoing professional development activities (e.g., in-service training, professional workshops, courses at institutions of higher learning, teacher exchanges, observations, coaching). [LRCCC-R400.5102a]

A Quality Program:

1. Assures that program specific requirements for maintaining and continuing teacher certification or other credentials are met.
2. Assures that staff members participate each year in early childhood professional development activities (e.g., college courses, in-service activities, workshops, seminars, or training programs).
3. Assures that professional development activities are based upon program and individual needs assessments.

STAFFING AND ADMINISTRATIVE SUPPORT AND PROFESSIONAL DEVELOPMENT



5. Program Standard: Staff professional/career development efforts are assisted and supported by administrative policies, practices, and appropriate resources.

A Quality Program:

1. Requires administrators and supervisors to support the provision of and staff participation in staff development and in-service training that address individual staff needs.
2. Conducts supportive staff evaluations in accordance with guidelines and program policies.
3. Keeps professional training resources updated and includes information about early childhood research, teaching methods, techniques for classroom management, developmentally appropriate practices, technology, and child development/learning theories.
4. Supports staff affiliation with local, state, or national professional organizations and organizations that advocate for young children and families.

6. Program Standard: To achieve optimum educational outcomes for the children, the program applies staffing patterns and practices that allow for maximum staff/child interaction, program implementation, and consistency of staff. [LRCCC-R400.5105; 5105b]

A Quality Program:

1. Maintains a recommended range for enrollment of no more than 18 children per group or the number of children specified in applicable regulations/laws.
2. Assigns a paraprofessional in preschool classes enrolling more than eight children or the number of children specified in applicable regulations/laws.
3. Assigns staff as appropriate to support the IEP or IFSP requirements of a child with a disability.
4. Assures that the preschool classes are under the direction of administrative/supervisory personnel in consultation with a specialist in early childhood education.
5. Provides staff with paid time for planning with colleagues and specialists.
6. Enhances staff retention as well as greater continuity and consistency for children by providing supervision and mentoring of staff.
7. Implements policies that support and promote staff retention and longevity.

7. Program Standard: The program administrator is or the program employs an early childhood specialist who is qualified to administer or collaborate in the administration of the program, including supervision and management, program and staff evaluation, and program and staff development. [LRCCC-R400.5103]



A Quality Program:

1. Has an administrator or employs an early childhood specialist who has a graduate degree in early childhood or child development; experience in planning, developing, implementing and evaluating curriculum for a variety of child populations; and experience in the supervision and evaluation of personnel.



8. Program Standard: The program employs an administrator who is qualified to implement, evaluate, and manage the program, the budget, and serve as a link between the program, the community, and the appropriate local, state, and federal agencies. [LRCCC-R400.5114]

A Quality Program:

1. Employs a program administrator with educational preparation in developmentally appropriate early childhood education.
2. Employs a program administrator with educational preparation and experience in the supervision, management, and evaluation of personnel, facilities, and program budget.
3. Employs a program administrator with educational preparation and experience for the coordination of the program with other local, state, and federal agencies.
4. Assigns the program administrator the responsibility for obtaining the resources necessary to fund the program.
5. Assigns the program administrator the responsibility for the collaborative efforts of the program.



9. Program Standard: The early childhood specialist and/or the program administrator has/have the responsibility for directing the evaluation activities of the program and instructional personnel.

A Quality Program:

1. Arranges for, under the direction of the early childhood specialist and/or the program administrator and in conjunction with teachers, staff, and parents, the annual evaluation of the early childhood education program utilizing local, state, and national standards or criteria for quality, effective early childhood education.
2. Arranges for the early childhood specialist and/or the program administrator to annually evaluate staff performance according to local, state, and national standards and/or criteria using a variety of techniques (e.g., observation, self-evaluation).
3. Requires the early childhood specialist and/or program administrator to utilize the results of staff performance evaluations to plan activities for program improvement, staff development, and training.

10. Program Standard: The early childhood specialist and/or program administrator participate in continuing education/professional development activities.

A Quality Program:

1. Provides funding and time for the early childhood specialist and/or program administrator to actively associate with at least one professional organization concerning young children (e.g., Michigan Association for the Education of Young Children, Council for Exceptional Children).
2. Provides funding and time for the early childhood specialist and/or program administrator to actively seek knowledge and ideas by reading professional publications.
3. Requires the early childhood specialist and/or program administrator to disseminate information regarding early childhood research and staff development opportunities to staff.

The Partnership with Families

Early childhood programs value, respect, and celebrate families and honor the diversity of family composition. Staff and administration understand the family's role as the first and most important teachers, and honor the right and responsibility of each family to be active partners in their child's education. Staff and administrators foster positive partnerships with all family members to support learning, including mothers, fathers, non-custodial parents, guardians or foster parents, grandparents, and others closely involved in the child's life.



Quality programs use a range of strategies to connect with family members including those who may be reluctant to become engaged in the program. They accomplish this through not only program structure and activities but also through the establishment of a caring atmosphere that is viewed by families as welcoming, respectful, and nurturing, and a setting in which staff and administration are responsive to their needs and concerns. Quality programs also welcome the involvement and opinions of families in planning for continuous quality improvement of the program.

1. Program Standard: Families have multiple opportunities for regular involvement with the program and its staff including placement, planning for individualization and evaluation related specifically to their child.

A Quality Program:

1. Enables the family to take part in the decision making process related to the child's participation in the program, so program goals and expectations and goals for their child and family can be met.
2. Holds formal and informal parent-teacher conferences in which families are encouraged to share strengths, concerns, goals, and expectations; staff uses this knowledge to follow-up appropriately.
3. Employs methods of regular written and verbal communication using an appropriate literacy level and the home language when possible.
4. Makes two visits available to each family annually outside of the program setting, with at least one in the child's home.
5. Responds to family members in a timely manner.

PARTNERSHIP WITH FAMILIES

- ☐ 6. Provides scheduled progress reports for each child.
- ☐ 7. Adopts policies to address information sharing with non-custodial parents.
- ☐ 8. Arranges for staff members to initiate other means of communication with parents who do not attend conferences/meetings or do not respond to teacher-initiated communications.
- ☐ 9. Requires program staff to collaborate with parents/family members in the design of appropriate assessment and/or intervention plans at an early stage when a child is having difficulty with behavior, social interactions, transitioning and/or with developmental/learning progress.
- ☒ 10. Is designed and arranged so that families feel welcome and respected including practices and materials that reflect the diversity of the families served.
- ☐ 11. Uses signs to clearly welcome parents and communicate schedules and daily routines (i.e., welcoming entrance signs, directional signs to classrooms, posters of the daily schedule).
- ☐ 12. Maintains confidentiality in accordance with program and state requirements.
- ☐ 13. Clearly communicates the process of disclosure of family information prior to seeking permission.

2. Program Standard: Families have multiple opportunities to participate in the child's classroom program as they prefer and are able to do so.

A Quality Program:

- 1. Provides family members the opportunity to become familiar with the program and the staff of the child's particular classroom prior to the start of the child's participation in the program.
- 2. Arranges opportunities for family members to share their culture, family traditions, and special skills and interests.
- 3. Makes opportunities available to participate in a variety of classroom activities and observations (e.g., interact with or observe children in the classroom; assist in planning and implementing field trips, visitations, and classroom activities; assist with the preparation of learning materials for daily activities).

3. Program Standard: Families are provided a range of opportunities outside of the classroom for participation, education, and enrichment as part of their child's program as they prefer and are able to do so.

A Quality Program:

1. Provides for family participation and support keeping in mind the requirements of the sponsoring agency or legislation.
2. Arranges for family members to have access to family education, enrichment, or family support group programs and activities provided by the program or through referral to community agencies.
3. Assures that family education opportunities include all domains of development (e.g., how to support children's learning, support for positive guidance techniques, good health and nutrition practices, including physical fitness and obesity reduction).
4. Provides or has access to a family resource space that includes a lending library of educational toys, games, and materials for children and families and materials, information, and resources designed to improve the quality of family life and/or support children's learning and development in the home setting.



4. Program Standard: The program's policies and practices promote support and respect for the home language, culture, and family composition of each child in ways that support the child's health, learning, and social-emotional well-being.

A Quality Program:

1. Supports staff in learning key words from the child's home language and their English equivalents.
2. Provides books and materials that reflect families' home languages and culture, as well as that of others in the community.
3. Communicates with the family in their preferred language or mode of communication.

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5. Program Standard: Family members and members selected from the community participate in the program's advisory council; the council has responsibility for recommending direction in the planning, development, implementation, and evaluation of the program.

A Quality Program:

1. Operates the advisory council with parent membership under the guidelines and requirements of the sponsoring agency or legislation and within the framework of policies and practices as established by the council and the program's governing body.
2. Provides equal opportunity to all parents to serve on the advisory council based on the program's policies. This may include orientation, training and support for their participation.
3. Arranges for the advisory council to provide recommendations regarding all components of the program based upon the most recent data and research in early childhood education.
4. Assures that, as much as possible, the advisory council reflects the composition and characteristics of the families enrolled in the program and the people who make up the broader community (e.g., a balance of males and females, racial/ethnic groups, persons with disabilities, representatives from businesses and private and nonprofit agencies).
5. Communicates the activities of the advisory council to all families and staff and provides information about how to contact the council members.

6. Program Standard: All families are provided with opportunities to assist in the evaluation of the program.

A Quality Program:

1. Provides each family with the opportunity to review and provide input on program requirements, practices, policies, procedures, activities, communication and events in order to determine the program's responsiveness to families and their needs.
2. Provides each family with the opportunity to offer perceptions about the value for their children of the child development program offered in the classroom and of any special services.
3. Invites each family to assess the continuum of family-involvement activities (e.g., the nature, quality, and quantity of the various participation opportunities afforded to them; unmet needs or areas of interest; the extent to which participation opportunities were scheduled and offered in ways which were responsive to employment schedules and child care needs).

The Learning Environment

Just as a quality program views children's development and learning as an integrated process encompassing all domains, so are the components of the program's learning environment intertwined. The program's curriculum, climate, teaching practices and physical environment are interdependent and must be considered together if the program is to be effective. The learning environment in a high quality program is designed to help children gain the social competence, knowledge, skills and confidence necessary to succeed in their present environment and in later responsibilities in school and life.



Curriculum

The curriculum in a quality early childhood program is thoughtfully planned based on an evidence-based framework consistent with the goals of the program and with standards established by the program's governing body and any applicable legislative requirements. It is consistent with and supports reasonable expectations for young children's development and learning and is culturally and linguistically responsive. An effective curriculum provides a coherent and intentional set of experiences and activities which support multiple goals and support children's development across all domains. The curriculum is designed to connect with and support developmentally appropriate expectations for children's development and learning in the years beyond the preschool program.

1. Program Standard: The curriculum is based on the predictable sequences of growth and development of three- and four-year-old children. [LRCCC-R400.5106]

A Quality Program:

1. Implements learning experiences and activities in all areas of development (i.e., social, emotional, intellectual, language, creative, and physical development) keeping with individual children's levels of functioning and comprehension.
2. Maintains developmentally appropriate expectations of behavior and performance for children.
3. Provides a range of opportunities and materials for play (e.g., child-initiated, child-directed, teacher-supported, and teacher-initiated).
4. Uses a variety of teaching strategies in implementing the curriculum (e.g., teacher-initiated, teacher-facilitated, and child-initiated with opportunities for free choice).

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2. Program Standard: The curriculum is designed to address all aspects of children's development and to further their learning with emphasis on the unique needs of the young child. [LRCCC-R400.5106]

A Quality Program:

1. Relates each experience, activity, routine, and transition to curricular goals.
2. Incorporates spontaneous learning experiences into the daily schedule as a means to further children's growth and development.
3. Establishes two-way communication between homes and school so that home events are considered in planning a child's day and school experiences are communicated to the families.
4. Assures that children have ample opportunities for playing with others.
5. Handles the separation process from home to school with sensitivity and respect for the children's individual needs.
6. Recognizes children's anti-social behavior as a lack of skill or knowledge and appropriately addresses it as part of growth and development.
7. Assures that adults in the program recognize that children think and reason differently from more mature learners.
8. Designs activities, transitions, and routines that reflect children's attention span, need for physical activity, social interaction and attention from caring adults.

3. Program Standard: The curriculum is designed to include experiences related to children's social, emotional, intellectual, language, creative, and physical development.

A Quality Program:

1. Assures that children have experiences to enhance their social development, including acquisition of interpersonal skills, self-discipline, caring, and respect for others.
2. Assures that children have experiences to enhance their emotional development, including the development of basic attitudes of trust, autonomy, and initiative, as well as a positive self concept.
3. Assures that children have experiences to enhance their intellectual development, including knowledge of the physical world, creative problem-solving skills, decision-making skills, and appropriate social knowledge important to the culture.
4. Assures that children have experiences to enhance their language and early literacy development, including listening and speaking skills and emergent skills in writing and reading.

5. Assures that children have experiences to enhance their creative development including the development of imagination, as well as an awareness, appreciation and enjoyment of art, music, drama, poetry, prose, and the wonders of the natural world.
6. Assures that children have experiences to enhance their physical development, including small and large muscle development, as well as body awareness and sensory development.



4. Program Standard: The curriculum fosters the integration of the content areas to support children's development in all domains.

A Quality Program:

1. Integrates content areas around concept-based projects and themes.
2. Reflects children's interests and suggestions in project topics, themes, and learning centers.
3. Presents content in an integrated fashion, rather than through isolated bits of knowledge and activities.
4. Uses strategies to make connections between prior learning and new experiences and subsequent knowledge.
5. Uses learning experiences in a variety of areas as an opportunity to enhance children's language and early literacy development.
6. When instructional specialists are available, requires them to work in collaboration with the classroom staff and within the classroom to support and extend classroom projects or themes.
7. Views collaboration among teachers, parents, administrators, and community members as essential to enhancing the integration of the curriculum.

5. Program Standard: The curriculum is developmentally and linguistically appropriate and takes into account children's individual rates of development as well as individual interests, personalities, temperaments, languages, cultural and family backgrounds, and learning styles.

A Quality Program:

1. Adapts the program to individual patterns and uniqueness and for the timing of children's growth within the available program resources.
2. Presents learning objectives in a sequence and rate that is in keeping with children's individual needs, rather than based on a predetermined schedule.

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- ☐ 3. Monitors, adapts, and adjusts activities and experiences in response to children's demonstrated levels of functioning and competence at all ability, interest and skill levels.
- ☐ 4. Is responsive to various learning styles (e.g., kinesthetic, visual and auditory).
- ☐ 5. Provides continuous opportunities for children of all ages and abilities to experience success.

6. Program Standard: The curriculum is designed to provide a developmentally and linguistically appropriate environment and adult guidance to enable the participation of children with special needs.

A Quality Program:

- 1. Supports all children in achieving a sense of belonging and membership in their classroom.
- 2. Adapts activities, makes accommodations, and uses other strategies that integrate children socially and enables them to participate in activities, regardless of abilities.
- 3. Adapts materials and equipment so that all children can share in activities.
- 4. Provides and arranges space to make play equipment and materials accessible to all children.
- 5. Assists children, if necessary, in using and playing with materials.
- 6. Increases the complexity and challenge of activities, as children develop.
- 7. Observes children carefully to identify their preferred ways of interacting with the environment, taking into account their skills in handling objects and materials, frequency of conversation, interest in listening to stories and songs, and choices to work alone or with others.
- 8. Provides multiple avenues for children to learn and to express themselves (e.g., children with disabilities have access to creative and physical experiences that enable participation in alternative ways).
- 9. Requires each adult to be responsible for each child in the program so that every adult can support every child to meet their learning expectations.
- 10. Discusses parents' expectations for their children.

7. Program Standard: The curriculum is designed so that activities are carefully and developmentally sequenced in keeping with individual children's levels of functioning and comprehension.

A Quality Program:

1. Expects the teaching staff to implement developmentally appropriate expectations for children's behavior and performance.
2. Expects the teaching staff to be aware of each child's level of functioning and comprehension in relation to their aesthetic, sensory, social emotional, intellectual, language, and physical development.
3. Expects teaching staff to be able to articulate to others the ultimate goal toward which a particular activity is related.
4. Expects the teaching staff to introduce information or materials which makes the task more manageable when a child experiences difficulty.
5. Plans experiences and activities that over time reflect a sequence from simple to complex skills, from concrete to abstract concepts, and which enable children to make progress toward the next step in their learning.
6. Provides many varied opportunities, materials, and equipment for children to observe, explore, and experiment with their environment on a continuing basis.
7. Presents skills, concepts, and information for children to learn within the context of providing ample opportunities for exploration.
8. Uses specific teaching strategies to help children learn skills, concepts, or information they cannot discover on their own.



8. Program Standard: The curriculum is designed to promote individualized teaching and learning rather than requiring children to move in a group from one learning activity to the next.

A Quality Program:

1. Plans for a range of activities to address the varying abilities of children in the group.
2. Presents learning activities in a meaningful context, on multiple occasions and in a variety of ways.
3. Assures that teachers can articulate a developmentally appropriate range of objectives for each activity they plan.
4. Assesses children on the basis of individual accomplishments and not by comparison to the accomplishments or development of other children.
5. Assures that children's lack of accomplishment is never purposely brought to the attention of the group.

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- ☐ 6. Never penalizes children in any way for lagging behind their classmates in any area of development.

9. Program Standard: The curriculum is designed to include experiences related to multicultural awareness.

A Quality Program:

- 1. Provides opportunities for children to interact with adult members of their own and of other cultural groups.
- 2. Provides classroom activities which include books, pictures, props, music, foods, materials, field trips, and costumes representing a wide range of cultural groups.
- 3. Assures that children receive positive, accurate information about a variety of cultural groups.
- 4. Integrates multicultural activities into the daily routines of the program rather than reserving them only for holidays or special occasions.

10. Program Standard: The curriculum is designed to enable children to learn those things that are important to them.

A Quality Program:

- 1. Encourages teachers to plan themes and areas of investigation based on the interests of the children rather than planning an entire year's themes at the beginning of the year.
- 2. Encourages spontaneous, as well as planned, investigation of those occurrences which arouse a child's curiosity and interest.
- 3. Designs curriculum in such a way that children's ideas, interests and concerns are acknowledged, respected and supported.
- 4. Provides for children's questions to be answered promptly and accurately.
- 5. Addresses home and community events important to children in a timely manner and uses them as an opportunity for learning.
- 6. Makes available materials children request frequently, as appropriate.

11. Program Standard: The curriculum is designed around all children's abilities to make sense of the world and acquire competence as life long learners.

A Quality Program:

1. Assures that children's successful experiences are extended and enhanced by the curriculum.
2. Presents concepts in the curriculum through learning activities and materials that are real and relevant to the lives of children, and that move from the concrete to the abstract.
3. Develops skills (e.g., in literacy, math, physical development) in a meaningful context.
4. Considers children's play as an appropriate and important way of learning.

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LEARNING ENVIRONMENT



Climate [LRCCC-R400.5106]

Effective programs for three- and four-year-old children are planned to be age appropriate and to meet their individual needs. A program establishes a positive climate and promotes positive interpersonal relationships. This includes relationships between children and adults, among children, among adults, and between the staff and families.



1. Program Standard: The program is structured to enhance children's feelings of comfort, security and self-esteem and development of positive relationships with adults and other children.

A Quality Program:

To Support Positive Adult/Child Relationships:

1. Accepts all children's individual levels of development, interest, temperament, cultural background, language, and learning styles and uses them as the basis for programmatic planning.
2. Treats all children with warmth, respect, and caring, regardless of social, economic, cultural, ethnic, linguistic, religious, or family background, and regardless of gender, behavior, appearance, or any disability.
3. Accepts and values children's primary languages and uses them as a means for communication.
4. Promptly attends to children's feelings and emotions with respect and gentleness.
5. Assures that each child experiences positive adult attention during the day.
6. Schedules staff to provide children with consistency of adult supervision.
7. Assures that children can identify at least one primary caregiver from whom to seek help, comfort, attention, and guidance.

To Support Positive Child/Child Relationships:

8. Assures that children have ongoing opportunities to interact informally with one another.
9. Assures that children have ongoing opportunities to recognize and accept similarities and differences among one another.
10. Provides children with strategies and information about specific social skills to enhance their interpersonal relations.

11. Encourages children to negotiate and resolve conflicts peacefully with adult intervention and guidance only when necessary.
12. Provides opportunities for small and large group activities leading to expanded perspectives, cooperation, collaboration and membership in a group.

2. Program Standard: The program is structured to assure that children's biological and physical needs are met.

A Quality Program:

1. Assures that the environment of the facility meets the needs of children according to state licensing requirements.
2. Structures the program to ensure that children's biological needs are met (e.g., toileting available when children indicate need; opportunity to rest; snack available during each 2.5 hour time frame; drinking water available all day).
3. Provides sufficient time for a nutritious meal/snack to be served and eaten (e.g., family style where adults sit with and eat the same food as children; children have the opportunity to serve themselves with assistance as needed; conversation is among children and adults and is an extension of children's interests).
4. Balances daily routines based on children's needs (e.g., active and quiet, outdoor time, self care, and rest time activities).
5. Establishes and implements policies and procedures regarding children's health and educates staff on the individual and group health needs of children.
6. Assures that staff is trained in First Aid and CPR and that first aid/health materials are always available on site.
7. Provides additional clothing for children and children are changed promptly as the need arises (e.g., smocks for messy activities, extra seasonal outdoor clothing, changes of clothing for bathroom accidents and health emergencies).

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3. Program Standard: The program's policies and practices support the enrollment and participation of all children including those with disabilities and promote an environment of acceptance that supports and respects gender, culture, language, ethnicity, individual capacities, and family composition.

A Quality Program:

1. Implements nondiscriminatory enrollment and personnel policies.
2. Expects staff to demonstrate, through action, a genuine respect for each child's family, culture, and life-style.
3. Provides an environment that reflects the cultures of all children in the program in an integrated, natural way.
4. Fosters children's primary language, while supporting the continued development of English.
5. Avoids activities and materials that stereotype or limit children according to their gender, age, disability, race, ethnicity, or family composition.
6. Expects staff to model respect and help children to demonstrate appreciation of others.

4. Program Standard: The program uses positive guidance techniques which further children's development of self-control, responsibility, and respect for self, others, and property. [LRCCC-R400.5107]

A Quality Program:

1. Uses positive, predictable, consistent, and constructive guidance (discipline) techniques (e.g., modeling and encouraging expected behavior, redirecting children to more acceptable activities, meeting with individual children to discuss concerns).
2. Applies individually determined guidance practices based upon the child's developmental level using natural and logical consequences allowing children to assume greater responsibility for their actions.
3. Provides support to children in appropriately resolving their personal conflicts (e.g., negotiating, helping, cooperating, talking with the person involved).
4. Has policies stating that depriving a child of snack, rest, or necessary toilet use or using disciplinary practices that involve shaming, hitting, or spanking are forbidden.

5. Program Standard: The philosophy and the program's policies and practices support an appropriate environment and adult guidance for the participation of children with special needs and home languages other than English.

A Quality Program:

1. Adapts materials and equipment so that all children can share in activities.
2. Provides and arranges space to make play equipment and materials accessible to all children.
3. Assists children, if necessary, in using and playing with materials.
4. Makes each adult responsible for each child in the program (e.g., every adult supports every child to meet their learning expectations).
5. Discusses with parents their expectations and goals for their children.
6. Adapts activities, makes accommodations, and uses other strategies that integrate children socially and enable them to participate in all activities, regardless of abilities, physical limitations, or language status.



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Teaching Practices [LRCCC-R400.5106]

Teachers use their understanding of child growth and development and their knowledge about the individual children in their group to organize the learning environment, implement the curriculum, and to help children further develop their capacities. Teaching practices encompass everything teachers do to facilitate children's development and learning including the way space is organized and provisioned, the nature of interactions with individuals and groups of children, scheduling, the management of transitions across the day, and grouping practices.



1. Program Standard: The value of play is demonstrated throughout all aspects of the program and children have opportunities to use play to translate experience into understanding.

A Quality Program:

1. Assures that the value of play is reflected in the program's philosophy statement and curriculum.
2. Assures that administrators, teachers, and staff can articulate the value of play in relation to children's development.
3. Assures that administrators, teachers, and staff communicate the value of play to families.
4. Provides a daily schedule that includes an extended block or blocks of time designated for free choice, play, and exploration.
5. Provides play opportunities for children individually and in groups both indoors and outdoors as weather permits.

2. Program Standard: Activities are designed to help children learn concepts and skills through active manipulation of a wide variety of materials and equipment.

A Quality Program:

1. Provides access to a variety of materials and technology for social, emotional, dramatic play, creative, music, movement, fine motor, large motor, mathematics, science and social studies experiences.

2. Provides a large variety of age appropriate books and other literacy related materials throughout the classroom.
3. Facilitates a child's exploration of writing in multiple areas of the classroom.

3. Program Standard: The program is planned and implemented to permit children to learn from exploration, acquisition of skills and knowledge, practice, and application.

A Quality Program:

1. Provides opportunities for children to engage in exploration of materials or concepts with which they have had little prior experience.
2. Provides opportunities for children to learn and practice prerequisite skills prior to engaging in the activity for which those skills are required.
3. Provides opportunities for teachers and children to be used as models in the learning process.
4. Provides children support to investigate and discover new knowledge.
5. Provides opportunities for teachers to be guides in facilitating children's involvement; enriching their learning experiences by affirming and extending their ideas; responding to their questions; engaging them in conversations; and challenging them in their thinking.
6. Provides opportunities for teachers to encourage and capitalize on unplanned learning opportunities.
7. Exposes children to skills, concepts, or information they cannot discover on their own, through the use of teacher-initiated learning activities.

4. Program Standard: Activities are designed so that concepts and skills are appropriately presented using a variety of methods and techniques.

A Quality Program:

1. Designs activities that permit children to use the greatest number of senses.
2. Presents concepts to children using self correcting hands-on materials rather than through paper-pencil exercises or patterned activities.
3. Presents concepts multiple times using various materials and methods of instruction.
4. Makes activities and materials available for extended periods of time so children can repeat and expand on their previous experience and so that children's desire to repeat experiences can be encouraged by adults.

LEARNING ENVIRONMENT

- ☐ 5. Makes additions to learning environments throughout time in order to enhance and expand concept development.
- ☐ 6. Incorporates language experiences which include repetition into children's daily activities.
- ☐ 7. Arranges for children to use technology materials and centers in a similar manner as other materials and centers (e.g., there is no special computer time).
- ☐ 8. Observes children carefully to identify their preferred ways of interacting with the environment, taking into account their skills and abilities.

5. Program Standard: Technology tools are used to support the teaching practices.

A Quality Program:

1. Provides technology tools for teachers to make instructional materials.
2. Incorporates the use of technology tools during ongoing child observation and assessment to keep records and to create reports about children and/or classroom activities.
3. Enables teachers to communicate with parents and other professionals via e-mail and other technologies.
4. Provides technology tools for teachers to use the Internet to locate resources including appropriate websites for children and ideas for best teaching practices.
5. Provides technology tools for teachers to develop and produce photographs and video from digital media.
6. Locates resources for assistive technology.

6. Program Standard: Formal and informal grouping practices are used to strengthen children's learning.

A Quality Program:

1. Takes children's interests, friendships, and common needs into account when groups are formed.
2. Groups children primarily heterogeneously, using homogeneous subgroups on a limited and temporary basis and changing readily to accommodate varying rates of growth.
3. Provides children with opportunities to work and play in large groups, small groups, and individually.
4. Maintains child-adult ratios in accordance with the requirements of the particular program.

7. Program Standard: Child-child interactions are encouraged through the use of learning experiences that include cooperative play, conflict resolution, and large, small, interest-based, and multi-age groupings.

A Quality Program:

1. Structures environments to promote small groups of children working and playing cooperatively in self-selected and teacher-initiated activities.
2. Assures that the composition of groups is flexible and temporary depending on needs and the type of activity.
3. Groups children according to interests rather than ability whenever possible.
4. Views all children as valued group members.
5. Structures the environment so that adults move among groups and individuals, facilitating and monitoring children's involvement with activities and with one another.



8. Program Standard: The daily routine/schedule is predictable, yet flexible. [LRCCC-R400.5106]

A Quality Program:

1. Develops schedules that include predictability and repetition, responds to a child's natural timetable, and takes advantage of teachable moments.
2. Schedules extended blocks of time so that children can become absorbed in learning experiences without interruption.
3. Includes the creative arts, physical development (gross and fine motor), and literacy activities as regular components during the day.
4. Provides for cooperative groups, teacher-initiated, and child-initiated/choice activities.
5. Provides for active, quiet, large group, small group, paired, individual, independent, and guided activities.
6. Carefully plans, appropriately paces, and monitors learning activities.
7. Provides the physical space and time in the schedule for children to have moments of private time.
8. Nurtures children in a relaxed classroom atmosphere.

LEARNING ENVIRONMENT



9. Program Standard: Routines and transitions between activities are smooth and kept to a minimum.

A Quality Program:

1. Allows enough time so that routines and transitions are unhurried and purposeful.
2. Supports and plans for children who find transitions difficult.
3. Prepares for transitions and limits wait times.
4. Provides children with opportunities to participate in daily routines such as picking up toys.
5. Minimizes or eliminates pull-out programs and activities that take children away from the classroom to another location.
6. Appropriately prepares children and families for transitions into the program and to new or different programs/classrooms.
7. Gives all children notice to prepare for change, and explain to them what is happening and what will happen next.
8. Minimizes idle time in group settings.

10. Program Standard: Adults use language and strategies which enhance children's language and critical thinking.

A Quality Program:

1. Expects teaching staff to talk with children individually and in small groups and to take advantage of spontaneous events to talk with each child individually.
2. Expects teaching staff to ask children a variety of questions designed to stimulate extended response (e.g., minimizing "yes" or "no" response questions, increasing "why" and "how" questions).
3. Expects teaching staff to talk to children about the children's emotions and the emotions of others and about how to understand the perspective of another person.
4. Expects teaching staff to involve children in making choices and evaluating the consequences of the choices they have made.
5. Provides opportunities for children to contribute their ideas to class decisions and to help make class rules.
6. Involves children in planning, implementing, and evaluating some class activities.

11. Program Standard: Teachers are enthusiastic models of life-long learning by providing children with many opportunities to explore, manipulate, investigate, and discover.

A Quality Program:

1. Initially presents concepts to children via concrete, hands-on materials.
2. Makes concrete materials available on an on-going basis as needed to reinforce concepts.
3. Presents concepts several times throughout the year, using various methods and materials.
4. Presents simple skills prior to more complex skills.
5. Encourages children to take risks and use trial and error as a valuable way of learning.

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LEARNING ENVIRONMENT

Facilities, Materials, and Equipment

Early childhood programs assure that the learning environment, materials, and equipment promote the curriculum, children's well-being, and program quality. For children in this age range, the learning environment is a physical representation of the curriculum. Since so much of young children's development and learning take place through their senses and as a result of direct interaction with materials of all kinds, the kind and quality of the toys and other learning materials play a critical role in advancing their development. Items must be adequate and appropriate to children's age, developmental levels, and relate to what they are learning.



1. Program Standard: The facility is safe and secure and complies with the legal requirements of the local, state, and/or federal licensing or accrediting agency having jurisdiction over the program. [LRCCC-R400.5109; 5115; 5118]

A Quality Program:

1. Has a current child care center license.
2. Complies with all facility requirements of the sponsoring agency or legislation.
3. Makes provisions for all children, including those with disabilities, to ensure their safety, comfort, and participation.
4. Assures that staff and parents are knowledgeable of all safety policies and procedures that apply to the program.

2. Program Standard: The indoor physical space is organized into functional learning centers that can be recognized by the children and that allow for individual activities and social interactions. [LRCCC-R400.5116]

A Quality Program:

1. Provides at least 50 square feet per child of usable space in classrooms.
2. Organizes the classroom space into learning centers using child sized furniture and equipment, age appropriate shelving, low walls, and/or other items to separate the areas.

3. Organizes the classroom space to include areas where a child can be away from the group and able to be observed by staff. ☐
4. Provides space for each child to store personal belongings and projects. ☐
5. Addresses different curricular/developmental domains (e.g., aesthetic, emotional, language, cognitive, sensory, social, physical) and instructional strategies at each learning center. ☐
6. Allows children to move from one area to another without obstructions. ☐
7. Organizes materials for children's easy access. ☒
8. Prominently displays children's work in the classroom. ☐

3. Program Standard: The outdoor physical space is safe and allows for individual activities and social interactions. [LRCCC-R400.5117]

A Quality Program:

1. Provides at least 75 square feet per child of usable outdoor play space, which includes a variety of safe surfaces and elevations (e.g., soil, grass, sand, hard, flat, elevated).
2. Keeps children protected from unsafe areas (e.g., streets, parking lots, driveways, swimming pools).
3. Provides playground equipment of suitable size for the age of the children and accessible to children with disabilities.
4. Provides materials and equipment suitable for use outdoors.

4. Program Standard: Equipment, toys, materials, and furniture reflect the curriculum, are age-appropriate, safe, and supportive of the abilities and developmental level of each child served. [LRCCC-R400.5108]

A Quality Program:

1. Provides materials, equipment and activities that reflect children's culture, diversity, developmental abilities, individual learning styles, and home language.
2. Provides instructional adjustments and adaptive devices for children with disabilities to ensure their learning, comfort, and participation.
3. Provides safe, appropriate, and sufficient equipment, toys, materials, and furniture that support the learning expectations and encourage each child to experiment and explore.

LEARNING ENVIRONMENT

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5. Program Standard: Computer software used in the program is developmentally appropriate for young children and reflects the program's curriculum. Technology tools are integrated into the learning environment.

A Quality Program:

1. Locates computers and other technology tools within classrooms.
2. Locates computers and printers adjacent to one another to promote children's interaction.
3. Provides child-sized computer furniture so that screens are at children's eye level.
4. Provides other classroom materials that reflect items portrayed in software programs.

Child Assessment and Program Evaluation

Young children present special challenges for assessment. Growth and development is most rapid during early childhood and is often uneven and greatly influenced by children's environments. Young children do not understand testing in the same way older children do. Children may be harmed if the wrong instruments are used in the wrong way. Such inappropriate practices often result in the use of faulty information to make program placements or to alter children's learning opportunities. Options for gathering and reporting information are numerous. It is critical that the methods selected are sensitive to cultural, racial, class, gender, linguistic, and ability differences among children and families.



Knowing how children are doing as a result of participating in a program or set of services is of critical importance to teachers, parents, program leaders and local, state and federal agencies having responsibilities for the programs. Each of these stakeholders may have different reasons for needing the information quality child assessment can bring, but in the end, the most important stakeholder is the child (Council of Chief State School Officers, 2003).

1. Program Standard: The program uses information gained from a variety of child assessment measures to plan learning experiences for individual children and groups.

A Quality Program:

1. Uses sound developmental and learning theory to plan and conduct child assessment.
2. Uses assessment tools and processes that are continuous, ongoing, cumulative, and in the language that the child understands.
3. Primarily uses children's involvement in ordinary classroom activities, not artificially contrived tests, to gauge children's growth.
4. Uses a variety of instruments and processes to document children's growth, development, and learning over time (e.g., observation and anecdotal reports; teacher questions; parent, provider, and child interviews; products and samples of children's work; teacher-constructed or standardized checklists; children's self-appraisals).
5. Arranges assessment so that it does not bring added stress for children or teachers.

CHILD ASSESSMENT AND PROGRAM EVALUATION



6. Uses assessment results from a variety of sources as a guide for curriculum and teaching decisions and the need for intervention for individuals and classrooms.
7. Uses results from more than one assessment method to determine the need for and plan of intervention.

2. Program Standard: The program uses information from child assessments to effectively communicate children's progress with their parents.

A Quality Program:

1. Recognizes that parents have essential information about their children's growth and development that can help staff work effectively with their children.
2. Frequently shares information with parents on both a formal and an informal basis about reasonable expectations for children's growth, development, and learning.
3. Uses a combination of methods to share information about children's progress and challenges at formal and informal parent/teacher conferences (e.g., work samples, anecdotal records, photos, narrative reports).
4. Arranges to share information about children's progress with non-custodial parents.
5. Uses newsletters and Web pages to convey information about the program's activities and projects that support children's learning and growth (e.g., descriptions of assessments used).

3. Program Standard: The program uses appropriate assessment tools to help identify children who may require additional specialized programs and interventions.

A Quality Program:

1. Uses valid and reliable screening tools and procedures to determine whether children require further evaluation.
2. Informs parents of the types and purposes of the screening in advance of the screening, the results of those screenings, and the purposes and results of subsequent evaluations.
3. Uses specialists to evaluate and diagnose children whose growth and development falls outside age appropriate guidelines as determined by screening processes.

4. Gives parents the opportunity to review their child's records in a timely manner and secures written consent if additional evaluation is proposed.
5. Uses reliable and valid standardized assessment tools for meeting requirements for federal funding accountability or other purposes.
6. Uses teacher observations and parent feedback to supplement data collected by standardized instruments.



4. Program Standard: The program implements program evaluation processes to learn how the program can be improved and be accountable.

A Quality Program:

1. Bases its annual program evaluation on its current program philosophy, goals and objectives.
2. Involves families, staff and a variety of community members in an annual review of all program components and uses program evaluation results to develop and implement a plan for improvement.
3. Uses child assessment results, program assessment, and other data to evaluate how well the program is meeting its goals.
4. Evaluates teachers and administrators with methods that reflect the program's philosophy and curriculum, and develops professional goals based on these evaluations.
5. Regularly reviews the improvement plan and assesses progress throughout the year.
6. If applicable, cooperates in providing data required by legislation and/or agencies administering the program.

5. Program Standard: Assessment tools used for any purpose are those which are best suited for the purpose, which meet professional standards, and which are used in an appropriate manner.

A Quality Program:

1. Assures that teaching and administrative staff have expertise related to the most appropriate assessment measures and procedures needed for the particular assessment.
2. Seeks assistance from knowledgeable professionals when selecting and using assessment tools.

CHILD ASSESSMENT AND PROGRAM EVALUATION

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3. Uses instruments only for the purpose(s) intended (e.g., does not use screening tools to make decisions about placement or to assess progress).
 4. Uses the least intrusive tools needed for the specific purpose of the assessment (e.g., avoids using standardized tests for decisions about curriculum and teaching or to convey information about children's progress to their parents).

Early Learning Expectations for Three- and Four-Year-Old Children



INTRODUCTION

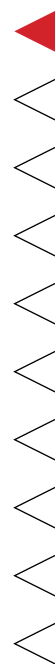
In the 1992 document, *Early Childhood Standards of Quality for Prekindergarten through Second Grade*, Michigan attempted to define what young children ages four to eight might reasonably be expected to know and be able to do and what they should be learning in high quality programs and settings. In 1992, student expectations were set mostly for the end of elementary school, the end of middle school, and the end of high school, so it seemed important to indicate what children should be learning in the preschool and primary years. The developers wanted to make sure that children would have the opportunity to learn content and acquire appropriate skills within a wide developmental period. Now that children's achievement is measured yearly beginning in third grade, it has become necessary to define the expectations for student achievement on an annual basis beginning in kindergarten, and by extension, to isolate the learning and development expectations for children before they enter formal schooling. These expectations are meant to emphasize significant content appropriate for preschoolers at this very special time in their lives, to protect them from an underestimation of their potential *and* from the pressure of academic work meant for older children.

These expectations are not meant to prevent children from enrolling in age-appropriate learning experiences or to exclude them from needed services and supports. High quality preschool and prekindergarten settings, in centers, homes, and throughout the community, provide children experiences and opportunities that allow them to meet these expectations.

This section of *Early Childhood Standards of Quality for Prekindergarten* is meant to apply to all three- and four-year-old children in Michigan, both those whose development is typical and those who are of differing abilities and backgrounds. It recognizes that young children's growth, development, and learning are highly idiosyncratic. Young children learn at different rates in the various domains of their development and not all children master skills and content within a domain in the same order, although there are patterns to their development. All domains of child development are important to the success of early learners; the domains and learning and development within them are interrelated, and dissected here only to be able to discuss them.

The sections that follow are organized with a brief introduction to the domain and content area, followed by statements about children's learning, as well as examples of experiences and strategies, and suggested questions for reflection. Each "early learning expectation" is illustrated by several items indicating how children typically exhibit their progress toward meeting that expectation. These items are not meant to be exhaustive; children will demonstrate their progress in many ways.

Approaches to Learning

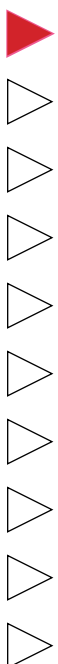


Children approach their learning in different ways. Adults who provide early care and education programs should take children's unique attitudes, habits, and learning styles into consideration when planning for them. The learning environment should be designed to support and increase children's initiative, curiosity, engagement, persistence, invention and imagination in their work and play. The important role of positive attitudes and dispositions, and openness to new tasks and challenges cannot be overemphasized. Children should have experiences and opportunities that foster the promotion of self-initiated learning. How children approach their learning is closely related to their social, emotional, intellectual, language, and physical development.

1. Early Learning Expectation: Children show increasing initiative and curiosity about their work and play in all areas of the curriculum. [HSCOF-ATL 6.1.3, 7.1.1, 7.1.2, 7.1.3, 7.1.4]

Children typically:

1. Choose to participate in an increasing variety of tasks and activities using all five senses.
2. Make choices and value decisions as they solve the problems in their work and play.
3. Become more comfortable with taking risks and with generating their own ideas.
4. Approach tasks and activities with increased flexibility, imagination, inventiveness, and confidence.
5. Grow in eagerness to learn about and discuss a growing range of topics, ideas, and tasks.

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6. Demonstrate comfort with open-ended questions and problems.
 7. Value the uniqueness of their own work.

Examples of Experiences and Strategies

- Materials throughout the learning centers are thoughtfully selected to engage multiple senses.
- The schedule is arranged so that significant portions of the day offer children opportunities to make choices about their play and other learning activities.
- Children's work is displayed at eye level and adults provide opportunities for children to talk constructively about their work and that of their classmates.
- Learning experiences offer opportunities to use materials in unique ways.
- Choices of play and work experiences are meaningful and realistic.
- Children are encouraged to change or make up their own endings for stories, plays or songs.
- Games that build on and extend children's curiosity are available across the learning centers.
- Adults are sufficiently flexible in their daily planning to be able to change plans if children initiate a more interesting idea or experience.

Questions for Reflection

1. How do adults keep track of children's interests so that they can be introduced as topics of conversation in group times?
2. How are adults serving as role models for experimenting and taking reasonable risks; e.g., climbing up a small hill or trying to balance?
3. How is the environment arranged to promote independence and initiative; e.g., logical ordering of materials on shelves, labeling of materials, use of task charts?
4. How are the materials arranged to help children who have difficulty making choices; e.g., by limiting options or helping them think through those options?
5. How do adults interact with children to help them make choices or consider additional options?
6. In what circumstances are adults able to encourage children to talk about areas of interest and/or about their activities?
7. In what ways do adults encourage children's natural inclination to ask questions and to wonder, help them refine their questions, and think of ways they might get answers?

8. How do the strategies in other sections of this document (e.g., in Intellectual Development, Science, Mathematics, Creative Arts) promote children's initiative and curiosity?

2. Early Learning Expectation: Children show increasing engagement and persistence in their work and play in all areas of the curriculum. [HSCOF-ATL 5.2.3, 6.1.2, 7.2.1, 7.2.2, 7.2.3, 7.3.1, 7.3.2]

Children typically:

1. Grow in abilities to persist in and complete a variety of tasks, activities, projects, and experiences.
2. Demonstrate increasing ability to set goals and develop and follow through on plans.
3. Show growing capacity to maintain concentration in spite of distractions and interruptions.
4. Begin to demonstrate the ability to follow a sequence of steps to create a finished project.
5. Grow in the ability to plan individually, in small groups, and with the whole class.

Examples of Experiences and Strategies

- Materials are selected to engage children's interest over extended periods of time; e.g., a well provisioned and organized block area, a dramatic play area with engaging props, or an art area with a variety of media and sufficient materials.
- Games are selected or adapted with engagement in mind; e.g., those which require children to listen carefully and follow more than one direction.
- In keeping with the capability of each child, adults gradually extend the number of tasks children must perform in carrying out classroom routines; e.g., put your boots in your cubby and find a book to read.
- Adults provide gentle encouragement when children quit or give up too easily; e.g., by saying "try one more time," or "think of something else you could try."
- The day is organized to gradually lengthen the time children are expected to remain engaged in activities or experiences; e.g., by reading longer and longer stories to help extend children's attention span or extending time scheduled for choosing activities in learning centers.



Questions for Reflection

1. What practices or procedures are in place to help children engage in prior planning of their own and to remind them of their plans as needed; e.g., through the use of planning charts or planning techniques of various kinds?
2. How do adults provide ways for children to revisit and reflect on their experiences and learning?
3. Are adults in tune with the need to make thoughtful comments about children's efforts without unnecessarily interrupting children's thinking?
4. How do adults help children identify successful strategies for problem-solving? Some examples are as follows:
 - "What do you remember about how you did that the last time?"
 - "It really helps when you look for the very first letter of your name to find your cubby."
 - "Let's repeat the directions together, so everyone will know what to do next."
5. In what ways are adults helped to understand how to offer encouragement that is specific and meaningful to what a child (or children) have actually done and to avoid non-specific and exaggerated praise?

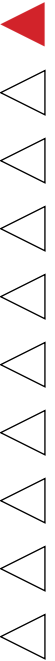
3. Early Learning Expectation: Children show increasing invention and imagination in their work and play in all areas of the curriculum. [HSCOF-ATL 7.3.1, 7.3.2]

Children typically:

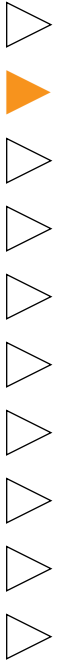
1. Experiment, explore, and ask questions freely.
2. Try new things and take risks.
3. Problem solve using a variety of strategies.
4. Grow in their ability to elaborate on their original ideas.
5. Increasingly show originality and flexibility in their work.
6. Use more and more complex scenarios in play.
7. Explore movement, music, and a variety of artistic modes.

Examples of Experiences and Strategies

- Materials and activities appeal to a variety of senses and learning styles.
- Materials and activities are appropriate for individuals, small groups, and larger group experiences and take into account the cultural representation of the class.
- Activities are presented in labeled steps with photos when possible.
- Activities in all of the learning centers are designed to promote experimentation and encourage children to arrive at creative solutions.
- Children are engaged in generating multiple solutions to questions or problems.
- Adults recognize children who support others in problem solving.
- Books about real people who show their use of imagination, creativity, and invention are included in classroom collections and read aloud to groups.

**Questions for Reflection**

1. In what ways are children encouraged to try new experiences in all of the learning centers?
2. Do adults model reasonable risk-taking behavior?
3. How is the environment arranged and provisioned to offer new materials, photographs, art work, and music to stimulate children's experiences, knowledge, and interests?
4. What opportunities exist for adults to model open-mindedness and creativity and to demonstrate that there may be more than one way to do things or to solve problems?
5. What opportunities exist for children to engage in paired learning experiences; e.g., activities in which children of varying skill levels are encouraged to work together?
6. To what extent does the class take advantage of the natural environment as another learning resource?



Intellectual Development



In the early years intellectual development and brain development are integrally linked. Young children acquire, adapt, practice, apply, and transfer knowledge in order to construct new or expanded concepts and make sense of their world. By observing, exploring, manipulating, listening, reflecting, and making inferences, children become capable of more complex thinking. They are able to use their experiences and knowledge in increasingly advanced ways.

Having knowledge of the major cognitive characteristics of children enables parents, teachers and caregivers to support their cognitive development and learning across the curriculum.

Intellectual development across content areas; e.g., language and early literacy, math, science, social studies is interrelated. These expectations cross and have application in all of them, thus supporting children's learning across the curriculum.

1. Early Learning Expectation: Children explore with increasing understanding the physical characteristics and relationships of objects and happenings in their environment. [HSCOF-ID 7.3.3]

Children typically:

1. Explore and identify the characteristics of objects, including their similarities and differences.
2. Progress from categorizing objects and events using one attribute to categorize the same set of objects or events in multiple ways.
3. Can provide reasons for grouping objects in particular ways.

4. Can classify objects and events by identifying sets of large groups; e.g., all horses and all dogs are animals, all houses are buildings.
5. Can progress from sequencing objects and events by using one attribute to sequencing the same set of objects or events in multiple ways, providing reasons for sequencing in particular ways.



Examples of Experiences and Strategies

- Adults make thoughtful changes to the classroom materials over time to add interest and to support topics and skills in the curriculum and to stimulate children's interests.
- Children have opportunities to identify different shapes and three-dimensional figures as they naturally occur in the indoor and outdoor environment; e.g., as they draw, look at books, work with geometric puzzles, build structures in the block center, take a neighborhood walk.
- Children have many opportunities to handle objects; blocks, boxes or containers, shape sorters, puzzles.
- Children have opportunities to climb in and out of boxes or large block structures; on or around outdoor equipment; and under, over, around, through, into, on top of, and out of different things to experience themselves in space.
- Adults encourage children to make new shapes by putting materials together and taking them apart in different arrangements; e.g., when cutting or folding paper, molding clay, building structures.
- Adults introduce spatial vocabulary, including—location and position words (e.g., on/off, over/under, in/out, above/below, in front of/in back of); movement words (e.g., up/down, forward/backward, toward/away from, straight/curved path); and distance words; e.g., near/far, close to/far from, shortest/longest.
- Children's interests in the physical world and living things are extended by using information books, field trips, visitors, and other ways of opening up the classroom to the larger world.
- Adults initiate questions and answer children's questions about why things happen; e.g., weather phenomena, darkness, and light.



Questions for Reflection

1. How frequently do adults take advantage of opportunities to enrich the learning throughout the day by intentionally extending children's ideas, engaging them in conversation, and challenging their thinking?
2. What opportunities exist to engage children in coherent, organized studies of animals, plants, and the environment?
3. How do adults guide children's interest in phenomena that can be observed and experimented with directly? Is there understanding that when children express interest in remote or invisible things and events, such as those in outer space or long ago, their interests need to be supported while keeping a focus on more accessible topics and concepts in which there is greater potential for learning.

2. Early Learning Expectation: Children represent what they understand about the world through actions, objects, and words.

Children typically:

1. Recognize symbols in the environment; e.g., traffic signals, signs.
2. Use symbols to represent their thoughts and ideas through play and expressive language.

Examples of Experiences and Strategies

- Effective, supportive, and consistent routines are represented with pictures, photographs, symbols, and words.
- Children are encouraged to learn observation skills and go beyond just "looking" through activities that provide opportunities to describe, draw, discuss with others, redraw and describe again to refine observation skills, build vocabulary, and develop understanding of concepts.
- Children have journals, clipboards, and writing tools to engage them in recording observations, gathering data, and communicating their findings to others.
- Children learn to express themselves, listen to others and develop negotiation and sharing language.
- Adults support children with accommodations as needed and use differentiated teaching strategies to help individual children understand the world around them.

Questions for Reflection

1. In what ways are children encouraged to notice, describe, and create patterns; e.g., in painting and construction, interactions in nature?
2. To what extent does the classroom reflect various representations done by the children in the class?
3. To what extent does the classroom environment contain environmental print that is relevant to the community?

3. Early Learning Expectation: Children gain, organize, and use information in increasingly complex ways. [HSCOF-ID 4.1.5]
Children typically:

1. Gather information and learn new concepts through experimentation and discovery, making connections to what they already know.
2. Share through words or actions the acquisition of increasingly complex concepts.

Examples of Experiences and Strategies

- Children are actively engaged in the organization and care of their room and their outdoor environment.
- Children frequently engage in conversations with peers and adults, talking through their thinking and discoveries.
- Children from different cultures are supported as they make new connections and discoveries that may vary from what they have experienced previously.
- Adults regularly engage children in focused, small-group experiences to promote thinking processes and concept learning.
- Adults articulate their thinking processes as they experiment with or organize items or draw conclusions.
- The program uses the full range of teaching strategies from direct instruction to open-ended questions to enhance each child's thinking and learning, choosing the most appropriate strategies for each goal and for individualizing.
- Adults provide an emotionally and physically safe environment in which children can experiment, discover and question.



Questions for Reflection

1. In what ways is the curriculum integrated across the domains so that children learn through active engagement in projects, learning centers, play, and other activities that deeply interest them? An example would be a project about their neighborhood—by developing and representing their plans, discussing what they are doing, negotiating and cooperating with each other, classifying, comparing, measuring, counting, solving problems.
2. How consistently do adults listen to children and ask about what they are seeing and doing so that they will do more noticing, wondering, and reflecting? To what extent do adults use such conversations as opportunities to introduce more varied and sophisticated vocabulary?
3. What opportunities exist to help adults focus on initially exposing children to knowledge that is familiar and meaningful to them and gradually extending to topics less familiar and more abstract?
4. In what ways are children encouraged to develop the ability to use symbols, make comparisons, recall, anticipate situations, and shift their focus away from the here and now?
5. Do adults regularly and intentionally encourage children to give reasons for their choices and to argue logically?
6. How do adults help children connect what they are learning to previous experiences?

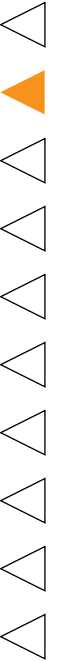
4. Early Learning Expectation: Children move from solving problems through trial and error to beginning to use varied strategies, resources, and techniques to test out possibilities and find solutions. [HSCOF-ID 4.2.4]

Children typically:

1. Demonstrate problem-solving skills in their hands-on activities.
2. Increase their ability to observe attentively.
3. Increase their ability to ask questions appropriate to the circumstance.
4. Increase their ability to predict outcomes by checking out and evaluating their predictions.
5. Try a variety of ways of solving problems.
6. Demonstrate enjoyment in solving their own problems.

Examples of Experiences and Strategies

- Activities in all of the learning centers are designed to promote experimentation and to encourage children to arrive at creative solutions; e.g., availability of a variety of writing tools, paints organized to permit mixing colors.
- Adults pose questions in ways that encourage children to ask their own questions about what is happening.
- Children are engaged in generating multiple solutions to questions or problems.
- Adults give recognition to children who support others in problem solving.
- Adults talk with children in ways that promote children's thinking and reasoning about what they are doing.
- Adults regularly pose open-ended questions related to a variety of topics.
- Adults model and scaffold dramatic—or block-play skills for children with limited play experience or confidence; e.g., "Let's pretend this is a hammer, and we're fixing the fence."
- Adults resist the impulse to solve problems for children; instead, adults put the problem back in the hands of the children and give them time and support to resolve it.
- Children are encouraged and helped to name, describe, think about, and talk about what they are doing.
- Children are encouraged to record their observations in various ways; e.g., making drawings, recording their ideas, creating simple graphs.
- Children have access to a variety of tools for observation and experimentation, such as magnifying glasses, scales and other measuring tools, and collection boxes.

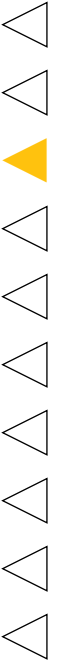




Questions for Reflection

1. How do adults model questioning to help children learn to pose their own questions about what makes them curious? An example is, "What would you want to know about why that happened?"
2. What opportunities exist for adults to model curiosity, inquiry, and investigation for children? Do adults regularly take advantage of these opportunities?
3. How is the curriculum arranged so that the materials, situations, and activities cause or give rise to intriguing problems likely to engage the interest of the children?
4. In what ways are adults helped to learn the importance of and the skills to engage children in:
 - a. Formulating questions ("What do you want to know?")
 - b. Designing experiments ("How can we find out?")
 - c. Making predictions ("What do you think will happen if...?")
 - d. Drawing conclusions or finding solutions ("Do you think that worked?")
5. Which learning strategies do the adults in the program know of and value most?
6. In what ways, and how effectively, do adults help children to find the right level of challenge? In what ways, how often, and how effectively do adults encourage children to argue logically, to predict and estimate, and to give reasons for their choices?
7. How are equipment and playthings selected and arranged to extend children's understanding of patterns, shapes, and colors? What opportunities do children have to collect and sort objects for a meaningful purpose?
8. What opportunities are there for children to take things apart, put them together, and figure out how they work, and how well do these opportunities promote children's learning?
9. What opportunities are there for children to engage in collaborative socio-dramatic play, and how does it contribute to their learning and development?
10. What opportunities exist in the program and its environment to enable children to initiate purposeful problem-solving activities, to devise problems of their own, and to solve them to their own satisfaction using a variety of materials and equipment?
11. How do adults encourage children to use trial and error to find solutions to their problems and to use previous experience as a basis for trying out alternative strategies?
12. Do adults intentionally provide children with opportunities to predict and estimate; e.g., in apportioning shares or quantities?

Social and Emotional Development



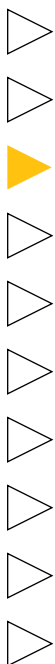
To develop socially and emotionally, children need to develop the capacity to experience, express, and gain self-control over their emotions and social interactions. Children learn and thrive when they feel emotionally secure with and socially connected to adults who provide nurturing relationships and positive early learning experiences. When children feel emotionally secure and physically safe, they feel more confident to explore their environment and to learn.

An environment that is responsive to each child and that is predictable and consistent strengthens a child's confidence in approaching new challenges and enhances the development of trusting and healthy relationships. In the preschool years children grow in the ability to participate in the larger world beyond the family—to serve as a resource, to negotiate, to lead and follow, and to be actively involved in their relationships with others.

1. Early Learning Expectation: Children develop and exhibit a healthy sense of self. [HSCOF-SED 6.1.1, 6.5.1]

Children typically:

1. Develop greater self awareness.
2. Continue to develop personal preferences.
3. Demonstrate growing confidence in expressing their feelings, needs and opinions.
4. Become increasingly more independent.
5. Recognize and have positive feelings about their own gender, family, race, culture and language.
6. Identify a variety of feelings and moods (in themselves and others).



Examples of Experiences and Strategies

- Children experience a consistently positive, safe environment each day.
- Every child receives a personal greeting, appropriate encouragement, and sufficient support to feel a sense of belonging each day.
- Adults create an environment where children feel safe expressing their feelings; e.g., likes, fears.
- Teachers are intentional in teaching social skills; e.g., how to greet peers, how to take turns, how to wait for something you want.
- Adults model and teach emotional vocabulary so that children get support in learning to label or name their feelings.
- Adults model empathy.
- Adults respond to parents with respect.
- Adults do not discuss sensitive subjects or negative behaviors when children are present.

Questions for Reflection

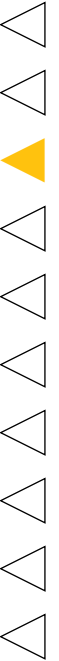
1. To what degree does staff know children's background, culture, stressors, health needs?
2. Does every child have an example of his or her work displayed somewhere in the classroom? Does every child have a personal space for belongings?
3. How does the family of every child receive news and information from the classroom, including dual language homes or families with low literacy skills?
4. To what degree are children involved in the care and routines of their classroom?
5. How are children supported to take increasing responsibility for themselves, their possessions and actions?

2. Early Learning Expectation: Children show increasing ability to regulate how they express their emotions. [HSCOF-SED 6.2.3]

Children typically:

1. Grow in their capacity to avoid harming themselves, others, or things around them when expressing feelings, needs and opinions.
2. Grow in their ability to follow simple, clear, and consistent directions and rules.
3. Use materials purposefully, safely, and respectfully more and more of the time.
4. Begin to know when and how to seek help from an adult or peer.

5. Manage transitions and follow routines most of the time.
6. Can adapt to different environments.



Examples of Experiences and Strategies

- While reading to children, adults discuss the feelings and emotion management skills of characters.
- Adults recognize when children appropriately manage strong feelings.
- Children learn multiple verbal and nonverbal strategies to appropriately express their emotions.
- Children learn ways to be physically and emotionally calm.
- Adults help children learn socially appropriate ways to express their wants and needs and to respond to others; e.g., through talking, role play, songs, finger plays. This guidance is repeated and practiced regularly.
- Children and adults jointly develop rules for the classroom and outside. The rules are posted with labels, visuals, and photographs.
- Children develop confidence by choosing repeated, positive, and safe new experiences.
- Adults provide clues to help children learn the classroom schedule and prepare for changes.

Questions for Reflection

1. What opportunities are available to learn regulation and taking turns; e.g. games, board games, routines, role playing?
2. Do adults thoughtfully observe children responding to each other and make intentional proactive responses?
3. Do teachers reinforce positive actions (compliments, play, apologies)?
4. What is the balance between positive and negative adult responses or conversation?
5. How do adults engage children in conversations about emotion management? For example, "I was so frustrated that we couldn't play outside today." Or "I need to take a deep breath."

3. Early Learning Expectation: Children develop healthy relationships with other children and adults. [HSCOF-SED 6.2.1, 6.2.2, 6.3.1, 6.3.2, 6.3.3, 6.4.1, 6.4.2, 6.4.3]

Children typically:

1. Increase their ability to initiate and sustain age-appropriate interactions with peers and adults.

ELE: SOCIAL AND EMOTIONAL DEVELOPMENT



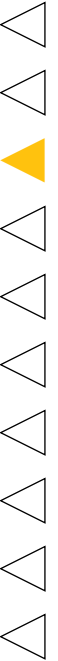
2. Begin to develop and practice the use of problem-solving and conflict resolution skills.
3. Recognize similarities and differences in people (gender, family, race, culture, language).
4. Increase their capacity to take another's perspective.
5. Show increasing respect for the rights of others.
6. Show progress in developing and keeping friendships.
7. Participate successfully as a group member.
8. Demonstrate an increasing sense of belonging and awareness of their role as a member of a family, classroom, and community.

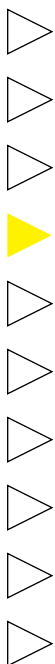
Examples of Experiences and Strategies

- Adults model expanding ideas for social skills; e.g., suggesting a new way to play.
- Children are given opportunities to be helpful. Adults offer specific positive comments when children are observed being helpful.
- Children observe adults showing empathy to both adults and children.
- Children learn that it is OK to ask for help from an adult.
- Children learn how friends act toward each other through books, stories, intentional activities and role models.
- Children observe teachers treating living things with care; e.g. plants and animals.
- Children are acknowledged as members of a group, a family, a team, or a class. Adults use new vocabulary to describe these relationships.
- Adults establish routines and time for children to work, play, and talk together.
- Adults respond verbally, visually, and physically to all children.
- Adults role model and encourage giving an apology when appropriate.
- Adults teach and encourage problem solving and conflict resolution skills, when conflicts arise.
- Adults model and plan opportunities that help children learn to share; e.g., puppets, stories, task assignments.
- Children learn to verbalize appropriate comments; e.g., "I don't like it when you hit me."

Questions for Reflection

1. How do adults guide positive behavior or redirect negative behaviors?
2. How does the classroom make children and adults feel when they enter it? Are children engaged? Are the staff members engaged with children? Does it feel like a place children and adults would like to spend time?
3. Are classroom rules visible, minimal, appropriate, and used by adults and children consistently?
4. What is the tone of voices heard in the room? What do children say?
Some examples are:
 - give compliments
 - talk to peers
 - laugh
5. Is there a sense of caring in the room?
6. To what degree are children connected to the land and space around their own school or center? How are they involved in caring for this space?
7. To what extent are cultural misperceptions or expectations considered and solved, explained or explored with families?





Language and Early Literacy Development



Children begin to communicate at birth. During the preschool years they are emerging as language users and developing competence as listeners, speakers, readers, writers and viewers. Each of the language arts is strengthened by integrated literacy experiences in print-rich environments in homes, neighborhoods, and in early learning settings. Having knowledge of the major characteristics of children's language development in the three and four-year old age range enables parents, teachers and adults to provide support and strengthen children's emerging competence. Intentional learning experiences which support the early learning expectations outlined below will help young children become motivated and efficient communicators who listen, speak, read, write, and view effectively for meaningful purposes.

1. Early Learning Expectation: Children begin to understand written language read to them from a variety of meaningful materials, use reading-like behaviors, and make progress towards becoming conventional readers.

Children typically:

- A. In comprehension strategies: [HSCOF-LD 1.1.3, L 2.2.1, 2.2.2] [GLCE-R.WS.00.11-.12; R.NT.00.01-.05; R.IT.00.01-.04; R.CM.01-.06; RP.00.01-.03]**
 - 1. Retell a few important events and ideas they have heard from written materials; e.g., in stories and in books about things and events.
 - 2. Enlarge their vocabularies with words from conversation, instructional materials and activities with peers and adults.
 - 3. Use different strategies for understanding written materials; e.g., making predictions using what they already know, using the structure of texts,

linking themselves and their experiences to the written materials, asking relevant questions.

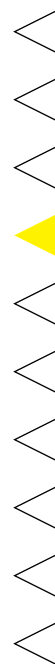
4. Demonstrate reading-like behaviors with familiar written materials; i.e., moving from labeling pictures to creating connected stories using book language (e.g., "Once upon a time . . ."); using patterns and vocabulary that occur in printed material to making use of printed text; e.g., trying out what one is learning about words and sounds.
5. Talk about preferences for favorite authors, kinds of books, and topics and question the content and author's choices (critical literacy).

Examples of Experiences and Strategies

- On a daily basis, at home and at school, adults read fiction and non-fiction books to and with children.
- Adults build on children's interests to introduce new vocabulary and encourage them to ask the meaning of new words.
- Adults draw attention to concepts; e.g., ideas in the stories, content in non-fiction books, differences, more and less, big and small.
- Children have access to recorded forms of books; e.g., books-on-tape, computer stories.
- Adults talk about the author and illustrator when introducing a story.
- The learning environment makes extensive use of labels; e.g., words in English and the home languages of enrolled children, pictures and symbols.
- Parents are encouraged to take children on outings around the neighborhood and to talk about what they see and experience; e.g., at the grocery store, to local parks.

Questions for Reflection

1. How can new vocabulary be made a part of the planning of all experiences and activities?
2. In what ways do adults assist children in relating stories to events in their own lives and in making predictions?
3. What opportunities exist to read books with rich descriptive vocabulary, exploring and extending children's understanding of the meaning of new words?
4. What opportunities exist for adults to build upon children's comprehension skills by listening, responding, and asking questions?
5. In what circumstances do adults model reading behaviors and, when appropriate, draw children into what they are reading?
6. How do adults present opportunities for children to experience the difference between fiction and non-fiction books?



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7. What opportunities exist for adults to ask children thought-provoking questions about the book being read? Some examples are:
 - “Why did that happen?”
 - “What do you think will happen next?”
8. How do adults draw children’s attention to words around the room and in the surrounding environment?
9. How is the program structured to support parents’ engagement?

B. In print and alphabetic knowledge: [HSCOF-L 2.1.3, 2.1.5, 2.3.5, 2.5.1, 2.5.2, 2.5.3, 2.5.4] [GLCE-R.WS.00.03-.09; R.FL.00.01]

1. Show progress in identifying and associating letters with their names and sounds.
2. Recognize a few personally meaningful words including their own name, “mom,” “dad,” signs, and other print in their environment.
3. Participate in play activities with sounds; e.g., rhyming games, finger plays.

Examples of Experiences and Strategies

- Children have opportunities to listen to words and to determine whether they rhyme.
- Children have opportunities to listen to and notice words and names that begin with the same sound or the same letter but with a different sound; e.g., cat-ceiling-cup, Jacob-Jose-Jamal—and to note that, in Spanish, the ‘j’ would have a ‘h’ sound.
- Children listen to stories with playful words and are encouraged to repeat them or invent some on their own; e.g., wishy-washy, ooey-gooley, teeny-weeny.
- Adults present playful opportunities for children to segment the first sound in words, especially in their names; e.g., first sound in Matthew is “/m/.”
- The program includes songs, rhymes, stories, books, and chants that repeat sequences.
- Adults record and repeat words dictated by a child, emphasizing the sounds linked with various letters.
- Alphabet stamps or stencils in the writing center and in other centers offer children the opportunity to print and name some of the letters of the alphabet; e.g., in the dramatic play area to print menus; in the science area to label drawings; in the art area to be an element in collage.

Questions for Reflection

1. How do adults daily draw children's attention to the separate sounds of spoken language through playful songs, games, and rhymes?

2. In what ways can the physical environment be used to bring children's attention to letters and sounds? Some examples are:

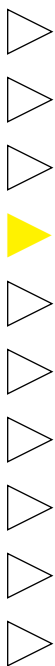
- posting charts of favorite rhymes
- underlining initial letters of words used to label learning centers and materials
- drawing children's attention to like letters
- easy access to writing materials
- multiple representations of letters

C. In concepts about reading: [HSCOF-L 2.2.4, 2.3.1, 2.3.2, 2.3.3, 2.3.4] [GLCE-R.MT.01-.04; R.CS.00.01; R.AT.00.01-.02]

1. Understand that ideas can be written and then read by others.
2. Understand print and book handling concepts including directionality, title, etc.
3. Understand that people read for many purposes; e.g., enjoyment, information, to understand directions.
4. Understand that printed materials have various forms and functions; e.g., signs, labels, notes, letters, types.
5. Develop an understanding of the roles of authors and illustrators.

Examples of Experiences and Strategies

- The child's name is written on belongings and any personal space, and names or symbols/pictures are used to enable children to recognize their own possessions.
- Books are available for children to read and carry about; reading books and telling stories are frequent, pleasurable, intimate, and interactive experiences.
- Adults model important reading practices frequently; e.g., point out the title page, show how pages turn, talk about the 'beginning' and 'end,' point at the words as they are arranged across the page.
- Reading times are used to show the variety of books and the purposes for which they can be read; e.g., books read to answer a question arising out of a class project, books read to soothe, books read to illustrate constructive behavior, books read to learn about something new.
- Children's attention is drawn to books written or illustrated by the same authors or familiar illustrators.
- Adults talk about preferences for favorite authors, kinds of books, topics, and question the content and author's choices (critical literacy).



Questions for Reflection

1. Are adults able to take on the voices of characters in books read to the class?
2. Do adults make opportunities for children to see them being readers of various forms of material? Some examples are:
 - reading a note from a parent
 - finding a book to help answer a question
 - reading a direction for cooking aloud
3. How can fiction and non-fiction books, signs/posters be placed in all interest areas on topics that are relevant?
4. How do teachers model their thinking process while reading? An example is, “I wonder why the illustrator put that picture here.”

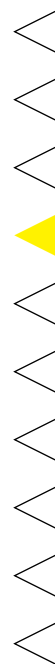
2. Early Learning Expectation: Children begin to develop writing skills to communicate and express themselves effectively for a variety of purposes. [HSCOF-L 2.4.1, 2.4.2, 2.4.3, 2.4.4] [GLCE-R.GM.00.01-.04; R.PR.00.01-.04; R.PS.00.01; R.SP.00.01-.02; R.HW.00.01-.03; R.AT.00.01]

Children typically:

1. Begin to understand that their ideas can be written and then read by themselves or others.
2. Use a variety of forms of early writing (e.g., scribbling, drawing, use of letter strings, copied environmental print) and move toward the beginning of phonetic and/or conventional spelling.
3. Begin to develop an understanding of purposes for writing; e.g., lists, directions, stories, invitations, labels.
4. Represent their own or imaginary experiences through writing (with/without illustrations).
5. Begin to write familiar words such as their own name.
6. Attempt to read or pretend to read what they have written to friends, family members, and others.
7. Show beginnings of a sense of the need to look over and modify their writings and drawings; e.g., adding to picture or writing.
8. Develop greater control over the physical skills needed to write letters and numbers.

Examples of Experiences and Strategies

- The learning environment includes many tools for writing in a writing center as well as all other learning centers as appropriate; e.g., papers, writing tools, picture dictionaries, menus, computers, small chalkboards, alphabet books, clipboards.
- The classroom has models of handwriting in view of children so that, when interested, children can begin to learn letter formation and the difference between upper and lowercase letters.
- Children have opportunities and are encouraged to use emergent writing for many purposes (e.g., lists, messages, letters to family members and friends, labels) and teachers model these behaviors and talk through the process.
- The classroom provides frequent opportunities for children to write; adults act as models for frequent and varied uses of writing.
- Children are encouraged to use emergent writing skills to write captions for their pictures.

**Questions for Reflection**

1. In what ways do adults make writing opportunities a part of every learning center, especially the reading and/or writing centers?
2. To what extent do adults make it possible for children to create labels, lists, cards, letters, captions for pictures, and simple stories?
3. How do adults create opportunities for children to work together to create and share their writing?
4. What opportunities exist for children to display and to save what they have written either for their own enjoyment or as a way to assess progress over time?

3. Early Learning Expectation: Children develop abilities to express themselves clearly and communicate ideas to others. [HSCOF-LD 1.2.1, 1.2.2, 1.2.3, 1.2.4; L 2.1.1, 2.1.2, 2.1.4, 2.2.3] [GLCE-R.WS.00.01-.02, .10; R.CN.00.01-.04; R.DS.00.01-.04]

Children typically:

1. Use spoken language for a variety of purposes; e.g., to express feelings, to ask questions, to talk about their experiences, to ask for what they need, to respond to others.
2. Show increasing comfort and confidence when speaking to adults and peers.
3. Experiment and play with sounds; e.g., rhyming, alliteration, playing with sounds, and other aspects of phonological awareness.

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4. Continue to develop vocabulary by using words learned from stories and other sources in conversations.
5. Speak in increasingly more complex combinations of words and in sentences.
6. Understand the roles of the participants in conversation; e.g., taking turns in conversation and relating their own comments to what is being talked about; asking relevant questions.
7. Take part in different kinds of roles as a speaker; e.g., part of a group discussion, role-playing, fantasy play, storytelling and retelling.
8. Use nonverbal expressions and gestures to match and reinforce spoken expression.
9. Show progress in speaking both their home language and English (if non-English-speaking children).
10. If appropriate, show progress in learning alternative communication strategies such as sign language.

Examples of Experiences and Strategies

- Children have many opportunities to communicate with adults and other children, to play language-based games, and to encounter a widening range of books, songs, poems, stories, and chants.
- Children hear adults conversing with one another so that they have exposure to complex adult conversation and novel vocabulary.
- Many and varied opportunities are provided to be playful with sounds, words, and simple rhymes.
- Adults greet children daily by name and with a short conversation.
- Children experience a wide range of stories; hear and practice storytelling, singing, reciting simple poetry, or chants.
- Children are encouraged to ask the meanings of and to use new words as they play and interact with other children and adults.
- Children are frequently exposed to storytelling in their natural/home languages.
- Children have opportunities to use their bodies as a way to communicate; e.g., through action games, listening games, pretend play, dancing.
- Activities are constructed to give children opportunities to explain simple processes to other children.
- The language of the child's culture is used as well as the primary spoken and written language of the program.
- Children learning English are paired with bilingual children and adults.
- Stories, songs, "new" words, games, and daily schedules use both English and the languages of children learning English.

- Teachers encourage parents to talk with children and model techniques for extending vocabulary.
- Parents are encouraged to converse with children using both home languages and English (to the extent they are comfortable).

Questions for Reflection

1. In what ways do adults help children communicate feelings and ideas in a variety of ways; e.g., signed, spoken, acted out?
2. Are adults conscious of the importance of matching their non-verbal cues to their verbalizations?
3. Are adults aware of the importance of responding positively to children's gestures, expressions, and other non-verbal communication?
4. How do adults use language to soothe and comfort?
5. What opportunities exist for adults to help extend children's verbal communication ability by accepting and supporting words, phrases, and sentences in their first language, modeling new words and phrases, allowing children to initiate conversation, and giving them time to respond and converse?
6. To what extent do adults model increasingly complex language and novel vocabulary?
7. How do adults create opportunities for age-appropriate simple performances; e.g., two friends reciting a simple rhyme, a child asking a question to the group?
8. How do adults help children understand processes and properties and relationships among common objects and processes; e.g., what are fruits, what are animals, how are animals different from fruits?

4. Early Learning Expectation: Children grow in their capacity to use effective listening skills and understand what is said to them. [HSCOF-LD 1.1.1, 1.1.2, 1.1.4] [GLCE-R.CN.00.01-.05]

Children typically:

1. Gain information from listening; e.g., to conversations, stories, songs, poems.
2. Show progress in listening to and following spoken directions.
3. Show progress in listening attentively, avoiding interrupting others.
4. Respond with understanding to speech directed at them.
5. Understand the concept and role of an audience; e.g., being part of an audience, being quiet, being considerate, looking at the speaker.

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6. Understand and respond appropriately to non-verbal expressions and gestures.



7. Show progress in listening to and understanding both their home language and English (if non-English-speaking children).



Examples of Experiences and Strategies

- Children are greeted by name and with a short conversation to build attention and listening skills.
- The daily routine includes participatory stories and poems.
- The program includes action games, finger plays, and songs.
- Adults create opportunities for children to practice turn taking in conversations.
- The program includes role models who are home language communicators of the child's natural language; e.g., deaf role models whose first language is ASL, role models in spoken languages other than the primary spoken language of the program.



Questions for Reflection

1. To what extent do adults carefully attend to children's requests and suggestions?
2. How does the daily routine support adults in their use of simple, clear phrases with preschoolers?
3. To what extent do adults have realistic expectations of children's verbal, signed, and listening skills?
4. How do adults help children learn audience skills?

5. Early Learning Expectation: Children begin to develop strategies that assist them in viewing a variety of multimedia materials effectively and critically.

Children typically:

1. View multimedia materials for a variety of purposes; e.g., to gain information, for pleasure, to add to their understanding of written materials.
2. Use different strategies for understanding multimedia; e.g., making predictions using what they already know, using the structure of the media, linking themselves and their experiences to the content of the media, asking relevant questions.
3. Begin to compare information across sources, question the content and producer's choices, and discriminate between fantasy and reality (critical viewing).

Examples of Experiences and Strategies

- The environment is arranged to permit children to have access to a variety of multimedia materials; e.g., recorded books in various formats, short films, material on computers.
- Adults make themselves available to talk with children about their experiences with multimedia.
- Parents are given information about appropriate uses of multimedia with young children.

Questions for Reflection

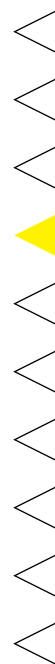
1. In what ways do the program leaders make information about multimedia influences/effects on children available to the staff and parents?
2. What daily opportunities are available for children to interact with high quality multimedia material? Some examples are:
 - recorded books
 - film representations of popular stories
 - films with age-appropriate content information
 - music
3. How does staff link multimedia with art, music, and other learning areas?
4. Do adults utilize multimedia to help meet child and program goals and objectives?

6. Early Learning Expectation: Children develop positive attitudes about themselves as literate beings--as readers, writers, speakers, viewers, and listeners.
Children typically:

1. Choose to read, write, listen, speak, and view for enjoyment and information, and to expand their curiosity.

Examples of Experiences and Strategies

- The range of literacy materials and activities provides ample choices so that all children can experience positive encounters with books and other written materials.
- Materials in science and mathematics are chosen for the classroom to maintain and enhance children's curiosity in these domains and promote increased engagement.
- Children observe staff members demonstrating and expressing their own curiosity and joy.
- Children are given appropriate praise for their attempts to express themselves.



- Children are encouraged to work on big books or activities together and learn how to give appropriate thanks, encouragement, and praise.

Questions for Reflection

1. What daily opportunities are available to promote positive interactions among children to help them build receptive and expressive language skills?
2. How is the program scheduled to provide adequate time to fully enjoy stories and storytelling?
3. How frequently do adults model their own 'reading aloud' or 'thinking aloud' to children?
4. What opportunities are available to allow children to share their products with others?

7. Early Learning Expectation: Children begin to understand that communication is diverse and that people communicate in a variety of ways.

Children typically:

1. Understand that some people communicate in different languages and other forms of English.
2. Become aware of the value of the language used in their homes.
3. Become aware of alternate forms of communication; e.g., Braille, sign language, lip reading.
4. Begin to understand the value and enjoyment of being able to communicate in more than one language or form of communication.

Examples of Experiences and Strategies

- The classroom is equipped with adaptive devices and adults use processes to increase the level of communication and/or participation by all children.
- A variety of languages are heard during the year through recordings or guests.

Questions for Reflection

1. How are adults good models of alternative communication? Some examples are:
 - sign language
 - languages other than English
2. To what extent do staff utilize community supports for adaptive services, translation services, or expanding the curriculum?
3. Does the classroom culture demonstrate respectful attitudes and behavior for all?

Creative Development



The creative arts include the visual arts (drawing, painting, ceramics, sculpture, printmaking, fiber, and multimedia), instrumental and vocal music, creative movement, and dramatic play (puppetry, story telling, mime, and role playing). Support for children's creative development is essential to foster their appreciation of the arts and their competence, self-reliance, and success. Children's learning in all domains is enhanced by the integration of the creative arts with other areas of the curriculum. Teachers who encourage creativity nurture self-esteem and mutual respect. Children whose questions, individuality, and originality are honored see themselves as valued persons who can succeed in school and life.

1. Early Learning Expectation: Children show how they feel, what they think, and what they are learning through experiences in the visual arts. [HSCOF-CD 5.2.1, 5.2.2]

Children typically:

1. Can use their own ideas to draw, paint, mold, and build with a variety of art materials; e.g., paint, clay, wood, materials from nature such as leaves.
2. Begin to plan and carry out projects with increasing persistence.
3. Begin to show growing awareness and use of artistic elements; e.g., line, shape, color, texture, form.
4. Create representations that contain increasing detail.



Examples of Experiences and Strategies

- Children have multiple opportunities to use a variety of art materials; e.g., paint, crayons, markers, watercolors, collage materials, paper, scissors, glue, stamp pads, templates, stencils, clay, play dough, computer paint programs.
- The staff documents child progress in exploration and experimentation with new materials by collecting work samples, photographs, and making notes reflecting child growth.
- Children broaden their artistic exploration and develop confidence in their own creative expression largely through self-selected, process-oriented experiences.
- Children are taught to take responsibility for caring for various art materials respectfully; e.g., making sure lids are on play dough, paint, and paste containers securely to prevent evaporation; replacing caps on markers.
- The environment is arranged for space to display (at the child's eye level) children's artwork, works by various local and professional artists, and representations of other cultures.
- Children have opportunities to use materials to build and create structures to represent other items; e.g., blocks become a castle; clay becomes a snake.
- Children are occasionally encouraged to revise or add to their projects or documentations when they have new discoveries.
- Children have the opportunity to show the same concept using a variety of art materials.
- The natural environment is utilized and respected as a tool for appreciating visual beauty in other settings.
- Adults explain and demonstrate how tools such as scissors and brushes should be cared for properly and used safely.
- Children hear adults using the names of primary and secondary colors including black and white as they use various art materials; e.g., tempera, finger paint, watercolors, crayons, markers, chalks.
- Daily experiences provide opportunities for exploration of the relationship of space and objects as well as color, balance, texture and design both indoors and outside.
- Adults point out various forms of the visual arts found in books, photographs/prints in a wide variety of settings.
- Staff, family members, and community partners arrange opportunities for children to observe various artists who use different techniques and art media.
- Adults make specific and nonjudgmental comments about the qualities of children's work; avoid the use of "I like . . ." to begin comments. Instead

of the teacher saying, "I like the big garden you painted, it's pretty," he or she could say, "I see you used long, thin lines for the stems in your painting."

- Adults plan and model art activities that extend children's understanding of art techniques discussing and verbalizing their thinking in the process; e.g., plan a small-group activity where children explore paint brushes of all shapes and sizes to discover the different types of strokes they make.
- Adults introduce children to terminology used in visual arts (e.g., line, form, color, shape) and repeat these words in their subsequent and ongoing conversations.
- Adults emphasize the importance of the art process by employing open-ended process-oriented activities; e.g., the teacher provides children with watercolor paint, paper, and brushes and encourages them to paint rather than having everyone make a dinosaur puppet with the same materials.
- Children's art and project work is respected and sustained.



Questions for Reflection

1. To what degree do adults look for opportunities to discuss art that the child has created?
2. How comfortable are children as they explain their choice of personal works of art with a teacher, classmate, or parent, and describe how they were made?
3. How frequently does the staff provide new materials and ways to use the materials to paint pictures? Some examples are: cotton swabs, straws, twigs, and marbles.
4. How is the schedule arranged so that children can participate in individual and group art activities?
5. To what extent do adults use children's work as a springboard to explore and discuss art forms independently and in small groups; e.g., extend children's understanding of balance, as an element in creating sculpture, to balancing one's body in different ways?
6. What opportunities do children have and how do they respond to different artworks?
7. What is visible in the classroom to expose children to visual art from different cultures and artistic traditions? Some examples are: museum postcards and prints, calendar art, internet web sites, and videos.
8. In what ways are the visual arts incorporated into the curriculum and also taught with intentionality?
9. Are the space and materials provided for art experiences and explorations adequate and well-maintained?



2. Early Learning Expectation: Children show how they feel, what they think, and what they are learning through listening, participating in, and creating instrumental and vocal music experiences. [HSCOF-CD 5.1.1, 5.1.2]

Children typically:

1. Participate in musical activities; e.g., listening, singing, finger plays, singing games, and simple performances with others.
2. Begin to understand that music comes in a variety of musical styles.
3. Begin to understand and demonstrate the components of music; e.g., tone, pitch, beat, rhythm, melody.
4. Become more familiar with and experiment with a variety of musical instruments.

Examples of Experiences and Strategies

- Children have opportunities to respond to the beat of songs or instrumental music with more complex movements; e.g., walking or jumping to the beat, clapping.
- Children have daily opportunities to experience music alone and/or with others and opportunities to make choices about the music they like.
- Children have experiences that allow discussion of their reactions/feelings to diverse musical genres and/or styles.
- Children are encouraged to develop a sense of balance and body coordination or concepts (e.g., feelings, directions, words, ideas) with music and props to create special movements and dances; e.g., scarves, streamers, instruments.
- Classroom experiences use music and movement to interpret or imitate feelings, animals, and such things as plants growing, or a rainstorm.
- Adults plan indoor and outdoor activities involving music and instruments or use the sights and sounds of the environment as natural learning or calming experiences.
- Adults model what children can do with instruments; e.g., echoing with instruments, creating different levels of sound by striking different places.
- Adults use appropriate musical terminology (e.g., the correct names of instruments, terms such as rhythm and melody) as well as descriptive language as they talk through music experiences.
- Adults provide a range of music from different cultures and genres for dance and movement activities (e.g., classical, jazz, rock, salsa, reggae, rap) and model different dance movements (e.g., twist, bend, leap, slide) that may go with the music.

- Adults and family members provide opportunities for children to experience performances of the arts, dance, music, and theater; e.g., performances by members of the local community/professional troupes, rehearsals, family or older students in concert.

Questions for Reflection

- How does the daily plan provide opportunities for children to participate in both structured and unstructured dance/movement activities? Some examples are:
 - provide music and scarves and encourage children to make up their own dance movements
 - playing games that require children to "freeze" or follow other simple directions
- To what extent do adults participate in all movement and dance activities with the children?
- What materials, equipment and experiences allow children to experiment or practice developing skills in music, movement and rhythm?
- To what extent are adults observed helping children to develop skills needed to perform movements? The teacher repeats a movement slowly for a child who asks, "How did you do that?"
- How often do adults support or plan for opportunities for children to:
 - Sing songs with clear, easy melodies?
 - Sing finger plays; e.g., Eensy Weensy Spider, Two Little Blackbirds?
 - Sing independently while music is being played.
 - Listen to and sing many nursery rhymes, lullabies, and songs from around the world?
 - Sing songs with dominant rhythm patterns, repetition and nonsense syllables; e.g., Miss Mary Mack, Wibbledy Wobbly Wee?
 - Sing songs with rhythmic body movements; e.g., finger plays; Head, Shoulders, Knees, Toes; London Bridge is Falling Down?
 - Sing call-and-response songs; e.g., Did You Feed My Cow? Yes, Ma'am?
 - Explore the sounds made by various rhythm instruments (e.g., wood blocks, sand blocks, notched rhythm sticks, rain sticks) and melody instruments; e.g., tone bar, xylophone, hand bells, piano?





3. Early Learning Expectation: Children show how they feel, what they think, and what they are learning through movement experiences. [HSCOF-CD 5.3.1, 5.3.2]

Children typically:

1. Can respond to selected varieties of music, literature, or vocal tones to express their feelings and ideas through creative movement.
2. Begin to show awareness of contrast through use of dance elements; e.g., time: fast/slow; space: high/middle/low; energy: hard/soft.
3. Begin to identify and create movement in place and through space.

Examples of Experiences and Strategies (see Early Learning Expectation #2 above for related experiences)

- The environment contains materials and equipment that allow children to practice developing skills in movement and rhythm; e.g., riding toys, balls, obstacle courses, climbing equipment.
- Adults introduce games and activities that involve balance and body coordination.
- Movement and informal dance activities encompass a range of music from different cultures and genres; e.g., classical, jazz, rock, salsa, reggae, rap.
- Adults participate in movement and dance activities with the children and model different dance movements; e.g., twist, bend, leap, slide.
- Children have opportunities to participate in both structured and unstructured movement activities.
- Children have access to music and props; e.g., scarves, streamers, hoops, instruments that encourage them to make up their own dance movements.
- Children have opportunities to experiment with:
 - o locomotor movements that move the body from one place to another; e.g., crawling, creeping, walking, running, jumping, hopping, galloping, sliding, rolling, climbing.
 - o non-locomotor movements while standing, sitting, kneeling, or lying; e.g., bending, turning, bending, twisting, rolling, stretching, shaking, curling, swinging, rocking, swaying.
 - o using movement to interpret or imitate feelings, animals, and such things as plants growing, or a rainstorm.
- Adults use accurate terminology when referring to movements; e.g., gallop, twist, stretch.
- Children have opportunities to experience performances of dance; e.g., performances by members of the local community/professional troupes, peers in classroom.

Questions for Reflection

1. To what extent does the staff plan indoor and outdoor activities involving balancing, running, jumping and other vigorous movements, to increase children's understanding of movement?
2. How are children helped to develop skills needed to perform movements; e.g., the teacher repeats a movement slowly for a child who asks, "How did you do that?"
3. How do adults balance both child and adult led movement activities?
4. How do adults use movement experiences to prompt vocabulary, language, and conceptual development?
5. How are movement activities adapted to assure the participation of children with physical disabilities?



4. Early Learning Expectation: Children show how they feel, what they think, and what they are learning through dramatic play. [HSCOF-CD 5.4.1, 5.4.2]

Children typically:

1. Grow in the ability to pretend and to use objects as symbols for other things.
2. Use dramatic play to represent concepts, understand adult roles, characters, and feelings.
3. Begin to understand components of dramatic play; e.g., body, voice.
4. Contribute ideas and offer suggestions to build the dramatic play theme.
5. Begin to differentiate between fantasy and reality.

Examples of Experiences and Strategies

- Children have the opportunity to role play and/or pantomime characters from familiar and culturally relevant songs, stories and nursery rhymes (e.g., Three Bears, The Three Little Pigs, Humpty Dumpty) in person and through puppet shows.
- The environment is organized to offer situations where children can role play familiar roles or situations; e.g., home living, grocery stores, fast food restaurants.
- Children have opportunities to initiate role play during a large portion of their day.
- Children have opportunities to create various forms of props for their dramatic play; e.g., making hats out of paper, fabric material, boxes; painting large appliance cartons to create houses, vehicles; creating group-constructed murals (paint on large wallpaper) for use as backdrops; creating simple puppets.










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- Adults encourage children to use language to plan, monitor, and participate in socio-dramatic play.
- Adults dramatize stories from children's cultures and ask families to share traditional stories from their cultures.
- The program has a flexible environment that stimulates children's imaginations with appropriate and varied props, furniture, and materials and enough space and time for children to get fully involved.
- The environment offers props of varying realism to meet the needs of both inexperienced and capable players, including realistic props (e.g., cash register, stethoscopes, dolls, coins, a variety of dress-up clothes, objects from different cultures, story books, flannel boards, puppets) and open-ended objects; e.g., cardboard tubes, unit blocks, or pieces of cloth.
- The environment contains prop boxes focused on a specific theme; e.g., post office, firehouse, health clinic, pet store.
- Adults observe children's play to learn what they might need to enhance their play—additional props, a suggested action for one of the players, or a subtle comment to take the play to the next level.
- Adults observe children to determine what they might need to join in the play.
- Adults help children identify emotions or problems that are surfacing in their dramatic play or drama work.
- Adults encourage recall and sequencing skills by asking children to tell them what happened in their drama; e.g., "How did the story start?" or "What happened next?"
- In adult-guided drama, adults ask questions that encourage problem solving such as, "How can we get past the cave without waking up the bear?"
- Adults use scaffolding to provide just the right amount of support (e.g., modeling how to pretend or act out a part through words and actions) modeling how to use a prop; modeling the type of conversation that takes place in the setting (e.g., "Dr., I have a sore arm. Can you x-ray it for me?") making comments that help children notice what is happening; assuming a role and join in to show children that pretend play is important and to introduce new ideas they might want to use in their play; intervening in disagreements when necessary to prevent physical harm.

Questions for Reflection

1. Do adults understand and take advantage of the potential that dramatic play and teacher-guided drama have to support development and learning across the domains?
2. How do adults encourage role play problem-solving of classroom situations?

3. Are dramatic play experiences used to help children practice positive interactions with other children? 
4. In what ways are children encouraged to tell and act out stories, stressing beginnings and endings to introduce sequencing? 
5. Have materials representing everyday life in cultures of the children in the program been incorporated into the classroom and made available for dramatic play activities? 
6. Can adults express a range of voices in their interactions with children? 
7. What opportunities exist for family members to participate with their children in the dramatic play area, to be involved in performances by visiting artists, and to accompany the class on field trips? Some examples are: 
- art events 
- concerts 
- dance and theatrical performances 
- cultural fairs 

5. Early Learning Expectation: Children develop rich and rewarding aesthetic lives. [HSCOF-CD 5.2.4]

Children typically:

1. Develop healthy self-concepts through creative arts experiences.
2. Show eagerness and pleasure when approaching learning through the creative arts.
3. Show growing satisfaction with their own creative work and growing respect for the creative work of others.
4. Can use alternative forms of art to express themselves depending on the avenues available to them; e.g., through the visual arts, if hearing impaired; through listening to music, if physically impaired.
5. Are comfortable sharing their ideas and work with others.
6. Use the creative arts to express their view of the world.
7. Begin to develop their own preferences for stories, poems, illustrations, forms of music, and other works of art.
8. Begin to appreciate their artistic heritage and that of other cultures.
9. Can talk about their creations with peers and adults.
10. Begin to develop creative arts vocabulary.

**Examples of Experiences and Strategies**

- Children have the opportunity to experience a wide variety of creative expressive materials throughout the day.
- Children are encouraged to discuss the various types and characteristics of creative work; e.g., painting, sculpture, photography, dances, acting/pretending.
- The program provides opportunities for children to explore increasingly more complex art forms throughout the year.
- The program involves families served by inviting them to share something from their own culture in the creative arts.
- Children have opportunities to attend performances in settings outside the classroom; e.g., a trip to a local rehearsal or performance, puppet shows, a musical performance.
- Adults model and talk about appropriate audience behaviors; e.g., respectful watching and listening.
- Children have opportunities to observe artists in action by visiting studios or inviting various kinds of artists to visit the classroom and demonstrate their work; e.g., painters, dancers, composers, sculptors, craftspeople, architects, writers, instrumentalists, especially artists who represent the cultures of the children enrolled in the program.
- Children are helped to create personal books of their artwork; e.g., photographs of their art in process, actual examples of their artwork.
- The program includes opportunities for the children to work collaboratively to create art work for display; e.g., mural, large fence painting, table top, crayon rubbing.

Questions for Reflection

1. How is the environment arranged to regularly display children's and professional art throughout the classroom?
2. What opportunities exist for children to describe their own work and be encouraged to positively comment on others' work; e.g., work of their peers, works of professional creative artists?
3. Do adults maintain a supportive atmosphere in which all forms of creative expression are encouraged, accepted and valued?
4. In what ways are materials and experiences adapted so children with disabilities can fully engage in the creative arts?
5. Do adults encourage children by making positive, specific comments (e.g., "I see you've made a pattern—green, yellow, green, yellow") rather than offering broad general praise, such as "Good color."

6. Is the environment flexible so that it provides a sufficient range of materials, props, tools, and equipment for creative expression?
7. Do adults plan a variety of open-ended creative arts activities that foster children's imaginative thinking, problem solving, and self-expression?
8. Do adults have the skills to encourage children to explain their choice of personal works of art with a teacher, classmate, or parent, and/or to describe how they were made?
9. Do adults help children describe elements of their artwork using words for color, line, textures and shapes by using teacher prompts? Some examples are:
 - "Tell me about your painting, sculpture, building . . ."
 - "How does your painting make you feel?"
10. Can adults lead children through the thinking and problem-solving process by asking open-ended questions? Some examples are:
 - "What will you need?"
 - "How might you . . .?"
 - "What could you do first?"





Physical Development and Health



Good physical health and well-being, and a safe environment contribute to improved learning; e.g., cognitive skills, the promotion of agility and strength, neural processing, kinesthetic confidence, general body competence, and overall autonomy. Physical development (fine and gross/large motor) is important to the achievement of general health. Gross motor development enhances body awareness, understanding of spatial relationships, and cognitive growth. Fine motor development fosters dexterity as well as coordination of the hand and eye when using the small muscles of the fingers and hands in a variety of activities. Children learn to value their bodies and keep themselves healthy and safe. In the preschool years children improve movement skills, cooperative and social interaction skills, and develop greater knowledge about the importance of physical activity and exercise. They begin to learn that their behavior affects their health and safety and recognize that not all children can participate in activities in the same way.

Physical Development

- 1. Early Learning Expectation: Children increase their ability to understand and control their bodies and learn that regular physical activity can enhance their overall physical, social, and mental health. [HSCOF-PDH 8.3.2]**

Children typically:

1. Begin to recognize and learn the names of body parts and their locations.
2. Begin to understand spatial awareness for themselves, others, and their environment.

3. Participate actively and on a regular basis, in games, outdoor play, and other forms of exercise that enhance physical fitness.

Examples of Experiences and Strategies

- Many opportunities are provided for children to play outdoors in both structured and unstructured activities; such experiences offer both cooperative and solitary play.
- Children experience active learning time with repeated opportunities for movement each day, both indoors and outdoors.
- Children are encouraged to experiment with music and movement; e.g., moving with objects, expressing their creativity, learning to control their bodies.
- Children have a variety of times to play--alone, with peers, or with adults.
- Children are helped to understand what their body can do and are provided with activities that help them gain control and balance; e.g., kneeling, curling into a ball, stretching.
- Children engage in games and outdoor play activities that enhance coordination, balance, and over-all physical wellness.
- Both families and staff encourage natural movement of children and encourage many different ways to move and test their bodies.
- Teachers initiate and model movement and join children in their play.
- Adult conversations use appropriate names of body parts, and when possible, dual language or visual clues for English language learners.
- Adults listen to children as they describe their own methods of movement.
- Teachers demonstrate their own healthy approach to movement and physical development.
- Adults model health and safety practices and direct children's attention to what they are doing.
- Adults take primary responsibility for maintaining a safe and healthy environment and also teach children by example and practice.
- Space for movement and experiences outdoors incorporate both natural and human-made materials.

Questions for Reflection

1. To what degree do adults move and join children in their play, conversations, and physical movements?
2. What adaptations are available for children with varying abilities so that all children can participate?



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3. How does the daily plan incorporate time for physical movement of all kinds? Some examples are:
 - large motor movement
 - small (fine) motor movement
 - imaginative movement
 - music and movement
4. How are children encouraged to be mobile and use their bodies?
5. How do adults help children learn to control or slow down their bodies when the activity changes?
6. How is the environment (indoors and outdoors) arranged and equipped to encourage movement, and help children build self confidence and coordination?
7. What is the tone of the classroom; what do the voices and movements communicate about life in the classroom?
8. What safety rules and skills are established for the outdoor environment and equipment? Have children participated in their development so that they are aware of them and invested in adhering to them?

2. Early Learning Expectation: Children experience growth in gross motor development and use large muscles to improve a variety of gross motor skills in both structured and unstructured settings. [HSCOF-PDH 8.2.1, 8.2.2, 8.3.1]

Children typically:

1. Begin or continue to develop traveling movements such as walking, climbing, running, jumping, hopping, skipping, marching, and galloping.
2. Show their ability to use different body parts in a rhythmic pattern.
3. Show increasing abilities to coordinate movements (e.g., throwing, catching, kicking, bouncing balls, using the slide and swing) in order to build strength, flexibility, balance, and stamina.

Examples of Experiences and Strategies

- Children have time daily to use large muscles, both alone and with peers.
- Children have access to different materials and objects to develop large muscles and motor control; e.g., balls, tricycles, cushions, blocks, climbers.
- Music and movement is included in each day's activities.
- The pace and timing, in the classroom and outdoors, incorporates movement that is energizing, relaxing, calming, rhythmic, or challenging.
- The classroom contains books and visual clues that show children in a variety of body positions, activities, or movements.

- Adults respond and acknowledge, through conversation, all the ways children move about; adults encourage children to use movement vocabulary; e.g., leaping, galloping, slithering, stretching.
- Class rules are posted indoors and outside as reminders for body movements and behaviors.

Questions for Reflection

1. What do children do during each day to strengthen and gain control over their large muscles and bodies?
2. How are children guided to use their movements appropriately; e.g., kicking a ball, running, chasing, stretching, shaking hands?
3. In what ways do adults encourage 'less active' children to become engaged?
4. What daily opportunities incorporate large motor skills with other areas of learning; e.g., gardening, cleaning, fixing, building with blocks, self-care skills?
5. What is the balance of active and passive or calming time during the day?
6. How do children respond to invitations to be active?
7. How do adults model care for their own physical well-being?
8. How do adults respond to children's need for movement and activity?
9. How are the materials stored and cared for to encourage safe and responsible use?
10. To what extent do children have opportunities to learn skills from each other? Are adults aware of how this can positively influence social development?

3. Early Learning Expectation: Children experience growth in fine motor development and use small muscles to improve a variety of fine motor skills both in structured and unstructured settings. [HSCOF-PDH 8.1.1, 8.1.2, 8.1.3]

Children typically:

1. Develop and refine motor control and coordination, eye-hand coordination, finger/thumb and whole-hand strength coordination and endurance using a variety of age-appropriate tools; e.g., scissors, pencils, markers, crayons, blocks, putting together puzzles, using a variety of technology.
2. Use fine motor skills they are learning in daily activities; e.g., dressing themselves.

**Examples of Experiences and Strategies**

- Children experience support from adults and peers when attempting new skills that require fine motor skills.
- Children are provided with a variety of interesting materials each day to develop fine motor skills in painting, drawing, and creating.
- There is space for children to display their creations.
- The environment has a wide variety of manipulatives that are engaging, safe, and useable for small hands and children use them in scientific, mechanical, artistic, and technological activities.
- Manipulatives and other material requiring small muscle control are adapted so that all children can be involved.
- Books, photos, posters, and stories about the body, hands, fingers, and toes are available for children and staff to use.
- Music and finger plays are a part of each day's routines and represent a variety of cultures and/or languages.
- Teachers are purposeful in designing activities that improve fine motor skills.

Questions for Reflection

1. How frequently do adults encourage pretend play with manipulatives that also supports fine motor skills; e.g., using a calculator, scales, keys, pipes, typewriters, computers, a magnifying glass?
2. How does the schedule allow unrushed time for developing small motor skills; e.g., dressing, serving food, eating?
3. What opportunities are planned for children to take things apart and investigate, design, and build things; how do adults use these opportunities to promote children's learning?
4. How frequently are manipulatives rotated, repaired and re-evaluated by staff?
5. In what ways are families informed about songs and fingerplays and provided with information about how they enhance young children's learning?

4. Early Learning Expectation: Children participate in activities that encourage self-motivation, emphasize cooperation, and minimize competition.**Children typically:**

1. Learn to cooperate with others through games and other activities and actions that show a growing knowledge of the rights of others.
2. Take pride in their own abilities and increase self-motivation.

3. Begin to develop an appreciation and respect for the varying physical abilities and capabilities of others.

Examples of Experiences and Strategies

- Children learn games that are enjoyable, respectful, and of equal challenge to boys and girls.
- When necessary, equipment and activities are modified for children with special needs so that all children are included.
- Children are encouraged to praise others for their accomplishments and work together on projects.
- Children have opportunities to engage in physical skills such as caring for the classroom, the garden, and/or outdoor space to develop a sense of belonging and responsibility.
- Rules are minimal, clear, jointly developed, and posted.
- A variety of experiences connect the beauty of nature to the expressions, feelings, and social interactions of children.
- Children develop a sense of nurturing by caring for plants and animals as a part of their physical activities.
- Teachers promote prosocial behavior in the classroom and outdoors by initiating activities that teach cooperation and self-regulation.
- Adults help children accept limits and learn self control; e.g., through game playing, physical activities.
- Adults consistently model giving praise for specific actions; e.g., "You helped John by helping to hold the door."
- Transitions are either minimal or structured so that children do not get frustrated.
- Children experience a consistently safe and welcoming environment.
- Photographs of children and families and activities are displayed.
- Children are given choices (when appropriate) and learn to take turns, share, and cooperate.
- Families are provided examples of ways to extend and reinforce cooperative behavior at home.

Questions for Reflection

1. How are children encouraged to develop trust in their own physical capacities and greater acceptance of the abilities of their peers?
2. How are children who appear to be less motivated encouraged to be more physically active, motivated, and to build friendships?
3. To what degree do adults support children to take reasonable challenges and learn to develop safety skills; e.g., riding a bike, climbing a tree, crossing the street?

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4. In what ways do children show cooperative behaviors themselves? How do they respond to challenging physical tasks?
5. What positive supports are in place to guide difficult behavior? To what extent has staff had opportunities to learn effective strategies to diminish difficult behavior?
6. How are expectations for cooperative behaviors developed with children? Are there visual reminders of helpful actions? Do children act cooperatively inside and outside? Or, do they appear more competitive?
7. To what degree do adults support self motivation and cooperation; e.g., through being consistent with schedules and routines, organizing the physical environment to enable cooperative play, including games and activities that promote healthy competition?
8. Do you hear children giving praise and encouragement when other children attempt a new physical skill?
9. What are children doing outside? How is outdoor time organized and provisioned to support healthy cooperative play among children of varying abilities? Do outdoor games build both physical and prosocial skills?
10. Is there an exchange with families about how to organize home tasks and physical play activities to promote self motivation and cooperation among siblings?
11. How is effective use of praise modeled for families?
12. What is the balance of adult language? Are adults helped to strive for more positive and dialogic comments instead of those that are negative or rotely directive? Do you hear children using advanced language describing their movement and physical ability?
13. Is positive feedback individualized to the child's physical development and ability; e.g., culturally appropriate, verbal, visual, personal?
14. Do children appear to enjoy the time spent outside walking, running, playing and freely exploring the natural world?

Health, Safety, and Nutrition

5. Early Learning Expectation: Children begin to have knowledge about and make age-appropriate healthy choices in daily life. [HSCOF-PDH 8.3.3, 8.3.4]

Children typically:

1. Show growing independence in keeping themselves clean and in their personal care when eating, dressing, washing hands, brushing teeth, use of tissues for nose-blowing (and their disposal), and toileting.
2. Grow in understanding of the importance of good health and its relationship to physical activity.

3. Talk about ways to prevent spreading germs and diseases to other people.
4. Develop an understanding of basic oral hygiene.
5. Begin to be able to recognize activities that contribute to the spread of communicable diseases; e.g., sharing of cups, eating utensils, hats, clothing, foods.
6. Can begin to recognize some symptoms of disease or health issues (e.g., a sore throat is not a “sore neck”) and common instruments used in diagnosing disease; e.g., thermometer, x-ray machines.
7. Begin to become aware of activities, substances, and situations that may pose potential hazards to health (e.g., smoking, poisonous materials, edible, non-edible items such as plants/berries), and appropriate use of medication.



Examples of Experiences and Strategies

- The program provides children with a health-oriented environment with positive role models.
- Children have a variety of opportunities to learn self-help skills and appropriate ways to care for their personal needs.
- Children are encouraged to talk about health and safety problems or express their fear or concern without repercussions.
- The child's language is used as well as the primary spoken and written language of the program, especially to communicate a dangerous situation or an immediate need; e.g., “Be careful!” “Hot!” “Stop!” and use of hand signals with words.
- The program is structured so that children have opportunities to practice tooth brushing and good oral health habits.
- Children's preferences are respected, but they are also encouraged to try new foods, new movements, and new tasks.
- Children have an opportunity to learn about safe practices both inside and outside the classroom.
- Each child's culture is considered regarding health and safety; e.g., a variety of explanation or visuals may be needed.
- Each child has a place for personal possessions and learns about taking responsibilities for personal care and care of the classroom.
- There are realistic expectations and rules for hand-washing, use of materials, and other safety and communicable disease issues; children and staff jointly form rules, post them, and use them.
- The pace and timing of the schedule allows for teaching and reinforcing health and safety practices and includes time for both activity and times of quiet or rest.

ELE: PHYSICAL DEVELOPMENT AND HEALTH



- Books about common childhood diseases and illness are in the library and are read to and discussed with children.
- Adults model the kind of behaviors they would expect and value in young children.
- Adults organize the environment for optimum safety and encourage children to participate in keeping the environment safe and beautiful.
- Adults ask children open-ended questions about safety practices to better know children's understanding and misconceptions about certain issues.
- Adults respond with support when children need help and encouragement.
- Adults draw attention and provide positive comments to children who comment or make healthy and safe choices; e.g., "You really got those back teeth clean today."
- Adults model the process of health and safety practices during regular activities; e.g., meals, snacks, handwashing.

Questions for Reflection

1. In what ways are children encouraged and supported to try new foods and activities?
2. How do adults restate children's concerns and questions to better understand their thinking about health and safety?
3. How do adults observe and interact daily with children to support their safety and learning both inside and outside?
4. In what ways do adults prepare and plan for children to cope with new and unexpected events?
5. How are child health and safety tips shared with families?
6. Are there adequate health policies and protocols, staff training and monitoring and supplies and equipment to perform necessary health procedures using instructions from parents and health care providers?
7. Has staff helped to connect families to providers so that all children have access to primary medical and dental homes or medical and dental care?

6. Early Learning Expectation: Children recognize that they have a role in preventing accidents or potential emergencies.

Children typically:

1. Begin to learn appropriate safety procedures; e.g., in the home, at school, as a pedestrian, outdoors, on the playground, with vehicles, with bicycles, around bodies of water.
2. Identify persons to whom they can turn for help in an emergency situation.
3. Begin to know important facts about themselves; e.g., their full name, address, phone number, parent's name.
4. Become aware of issues relative to personal safety; e.g., inappropriate touching, good and bad secrets, learning how to say 'No' to inappropriate touching by any other person, recognizing when to tell an adult about an uncomfortable situation.
5. Begin to learn the correct procedure for self-protection in emergency situations; e.g., tornados, fire, storms, gun fire, chemical spills, avoidance of others' blood and vomit.



Examples of Experiences and Strategies

- Children experience an environment that is appropriate, challenging, safe, clean, and well-maintained throughout the day.
- Children participate and learn to care for their indoor and outdoor learning environments, and adults help them understand how doing this keeps them safe.
- Children are encouraged to problem solve difficult situations using role play, group talk, and/or seeking adult advice.
- Children are helped to display less destructive or reckless behavior as they learn calming, relaxing, decompression skills.
- Children are carefully guided through procedures that will be used in emergency situations and given information to keep them safe without creating unnecessary fear.
- The classroom library has books and stories, both fiction and non-fiction that address safety.
- Adults help children learn appropriate language to protect themselves from unwanted touch; they practice using language to stay safe; they are encouraged to ask questions in the safety of their classroom.
- Adults know each child and the family situations that may impact the child's safety, fears, and well-being (e.g., family violence, homelessness, substance abuse, incarceration). Adults can access appropriate community support services.



- All emergency information is current and readily available to staff and available in languages used by the staff and families.
- Adults speak clearly, individualize as needed, and talk directly to children regarding emergencies. Children are reminded of the necessity of responding quickly.
- All staff is aware of the code of ethics for their respective professions and committed to that code of ethics; e.g., reporting child abuse.
- The community resources are used for fieldtrips, speakers, partners (e.g., firefighters, police officers, emergency technicians) to help children become more comfortable with their roles; take full advantage of their resources; incorporate men and women as important role models; and build a sense of security in children.

Questions for Reflection

1. In what ways do parents and teachers collaborate to support children's well-being; e.g., weight, exercise, fears? How does that strengthen positive outcomes for children?
2. Are there adequate health policies and protocols, staff training and monitoring, and supplies and equipment to perform necessary health procedures using instructions from parents and health care providers?
3. In what ways does the program provide positive discussion of rules and safety procedures?
4. Are adults informed and organized to locate individual emergency information for staff and children; are all staff members fully informed about emergency procedures and their responsibilities?
5. In what ways does the program minimize the possibility of child abuse occurring in the center or home, and what procedures are in place to deal with issues of neglect or abuse?
6. How is the environment (and emergency evacuation) adapted for individual children with special needs? How will staff support non-ambulatory children in an emergency?

7. Early Learning Expectation: Children become aware of and begin to develop nutritional habits that contribute to good health.

Children typically:

1. Grow in their understanding of the importance of eating nutritious meals and snacks at regular intervals.
2. Begin to listen to body signals of hunger and fullness, learn to choose how much to eat at meals and snacks, and are able to convey their needs for food to adults.

3. Use age/developmentally-appropriate eating utensils safely and correctly.
4. Become aware of foods that cause allergic reactions for some children and/or other dietary needs or restrictions.

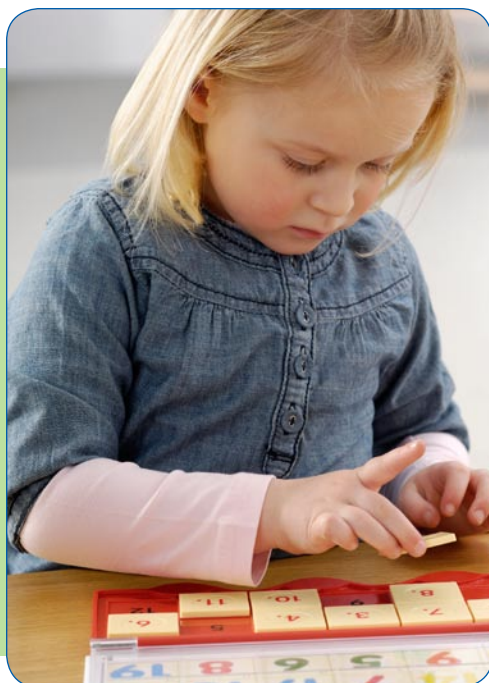
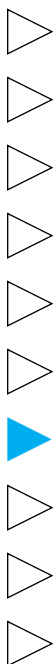
Examples of Experiences and Strategies

- Many opportunities are provided for children to try new foods and understand that some foods are healthier than others.
- Children are helped to prepare snacks and serve themselves appropriate portions; they are encouraged to use age-appropriate manners at the table.
- Children have cooking utensils available in the dramatic play area.
- Adults model good nutritional and eating habits, including sitting at the table during meals.
- Adults are aware of child food allergies or cultural requests and provide substitute foods as needed.
- The classroom has visuals of various cultures and foods; the library has stories about food and gardening, farming and the origins of food.
- Language is extended through descriptive conversations about foods, health, and nutrition.

Questions for Reflection

1. What procedures are employed to ensure that meals and snacks are healthy?
2. What is the tone of the lunch or snack environment; is there adequate time for conversation and eating; do adults and children share conversations?
3. In what ways are individual nutrition needs or preferences addressed and how are children given opportunities to prepare foods and snacks or set the table?
4. Are there adequate nutrition policies and protocols (e.g., staff training and monitoring, supplies and equipment) to perform necessary food and nutrition procedures using instructions from parents and nutrition specialists?
5. To what extent do children have an opportunity to plan, plant, grow, harvest, and eat items they have grown?





Early Learning in Mathematics

Young children's early understandings of mathematics are broad in scope and extend well beyond numbers and counting. Problem solving is the central focus of the mathematics curriculum from the early years onward. How children's early understandings are supported and extended by their parents and caregivers/teachers enable them to use and expand their knowledge. Mathematical experiences involving interactions with the environment, materials, peers and supportive adults give children opportunities to build, modify, and integrate simple mathematical concepts.

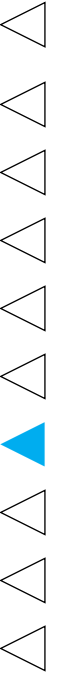
1. Early Learning Expectation: Children begin to develop processes and strategies for solving mathematical problems. [HSCOF-M 3.1.1, 3.1.2]

Children typically:

1. Try to solve problems in their daily lives using mathematics; e.g., how many napkins are needed.
2. Generate new problems from every day mathematical situations and use current knowledge and experience to solve them; e.g., distribute crackers.
3. Begin to develop and use various approaches to problem solving based upon their trial and error experiences.
4. Begin to talk about the processes and procedures they used to solve concrete and simple mathematical situations.

Examples of Experiences and Strategies

- Children are given the opportunity to solve math problems that occur in the daily life of the classroom; e.g., “How many are at school today?” “How many are absent?”
- Children are allowed time to solve problems and to talk through their ideas and solutions with others.
- The classroom library contains books that show positive examples of problem solving.
- Children have access to many books with numbers as part of the stories or those that encourage them to count and play with counting words.
- Both boys and girls have the opportunity to solve challenging problems.
- When possible, key words from the classroom’s primary and secondary languages are used or learned; e.g., problem/problema.
- Manipulatives are available for children that are increasingly challenging to solve.
- Children learn a sequence of steps for problem solving.
- Children are encouraged to use the language of mathematics and have access to materials that can be named (e.g., geometric shapes, measuring tools, quantities of objects they have counted) and described mathematically; e.g., describing the positions of people or objects; comparing the sizes and shapes of unit blocks; talking about events in time such as before, after, today, yesterday, before my last birthday.
- Adults use problem solving vocabulary in their conversations with children; e.g., predict, change, observe.
- Adults use children’s knowledge of prior experiences when problem solving.
- Adults draw attention to new situations and problem solving opportunities in the daily working of the classroom.
- Adults model the process of solving every day problems; e.g., asking “Let’s decide what to do; How many children want to go on a walk?”
- Teachers respond with positive dialog and encouragement as children initially try to solve problems.
- Adults ask open-ended questions and listen to the children’s responses.
- Teachers model problem solving both inside and outside the classroom.
- Teachers and families know that children are developing the ability to solve math problems and talk with them as they experience correct and incorrect responses.
- Families realize that problem solving can be a positive experience and not always a crisis.
- The classroom routine allows for unhurried time for trial and error when solving a problem.





Questions for Reflection

1. What opportunities are available daily for children to solve expected and unexpected problems?
2. How do adults encourage children and support them as they identify challenges and problem solve?
3. How do adults create a learning environment that is safe for trial and error?
4. How does the pace of the classroom encourage problem solving?
5. How are children with differing learning styles given opportunities to solve problems; e.g., quiet children/aggressive children?
6. How does the organization of the various learning centers invite children to select and engage in activities related to mathematics?
7. How are real materials (e.g., funnels, measuring cups, twigs, rocks) arranged to invite mathematical exploration?
8. How do adults help children to analyze 'errors' to develop alternative processes for solving problems?
9. How do adults engage children in conversations about quantity, properties of objects, use of measurement tools as children interact with materials throughout the learning centers in the classroom?
10. How is language about mathematical concepts related to daily routines, in storybook reading, and in small group activities?

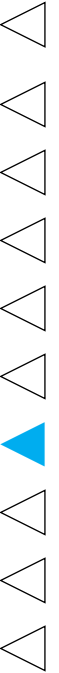
2. Early Learning Expectation: Children begin to develop skills of comparing and classifying objects, relationships and events in their environment. [HSCOFM 3.2.4, 3.2.1, 3.3.2, 3.3.3]

Children typically:

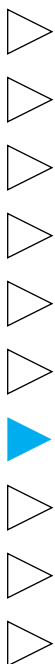
1. Can describe, match, and sort.
2. Identify likenesses and differences.
3. Can place objects or events in order, according to a given criterion; e.g., color, shape, size, time.
4. Recognize that the same group can be sorted and classified in more than one way.
5. Can describe why they group or sequence in a particular way.

Examples of Experiences and Strategies

- Children have opportunities daily to sort and resort items that are interesting and engaging.
- Children talk about why they have made decisions to group items together and are encouraged to think about how they can group the same items in a different way.
- Children are involved in activities that integrate music and movement with math concepts; e.g., comparing and classifying, soft, loud.
- The environment contains tools for measuring and weighing.
- The environment includes books that use math concepts in a story context.
- The outdoor environment is used to help children learn to classify a wide variety of things; e.g., colors, shapes, textures, size.
- Adults use visual examples, charts, number lines, and tools to assist children in understanding concepts.
- Adults model their thinking as they describe objects, use visuals or point out relationships among objects, especially for dual language learners.
- Parents are given examples of how to extend children's thinking by asking more questions and being supportive of inquiry.

**Questions for Reflection**

1. To what extent are children given multiple opportunities to sort and classify both common and unusual items?
2. How often are new concepts repeated during the following days and weeks after introduction?
3. In what ways do adults demonstrate and verbalize the similarities and differences in the learning examples they provide?
4. How often do children explore common and uncommon objects to find similarities?
5. What practices are in place for children to view things from multiple perspectives and across learning domains?
6. How often do adults observe children and listen to their conversations to better understand their progress in mathematical understanding?



3. Early Learning Expectation: Children begin to develop the ability to seek out and to recognize patterns in everyday life.

Children typically:

1. Recognize, describe, copy, extend, and create simple patterns with real objects and through pictures.
2. Identify patterns in their environment.
3. Investigate patterns and describe relationships.
4. Recognize patterns in various formats; e.g., things that can be seen, heard, felt.

Examples of Experiences and Strategies

- The children have opportunities to experience order and find patterns to their day.
- Children are encouraged to talk about their discoveries, experiences and questions as a part of their reflection.
- Children spend time outdoors to learn about the patterns of the living world; e.g., what living things need.
- Children have access to manipulatives that can be used to confirm patterns of movement or change; e.g., wheels, magnets, pulleys.
- Each child's culture is included in the program on a continuous basis through song lyrics, pictures, play things, and dance to model patterns or relationships.
- Interesting and challenging materials encourage children to play and discover concepts.
- Patterns are modeled in songs, games, rhymes and books.
- Adults draw attention to relationships in the activities of the day.

Questions for Reflection

1. How do adults establish patterns in everyday classroom routines and note them in conversations with children?
2. To what extent does the environment provide multiple opportunities for children to use all their senses and identify patterns that emerge?
3. In what ways are children encouraged to be observant, ask questions and be actively involved in their learning?
4. What is the balance of child inquiry and adult guidance?
5. What practices or procedures are in place to observe and document child learning?

4. Early Learning Expectation: Children begin to develop skills of sorting and organizing information and using information to make predictions and solve new problems.

Children typically:

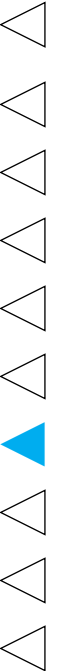
1. Can generate problems that involve predicting, collecting, and analyzing information.
2. Use simple estimation to make better guesses.

Examples of Experiences and Strategies

- Children are encouraged to be persistently curious.
- Children feel confident to play with ideas, make estimates, predictions and ask for help when needed.
- Natural events are used for predictions, observations and problem solving; i.e. the weather, seeds.
- The classroom is equipped with materials that are interesting and inviting to collect, manipulate and use for investigation.
- Adults provide challenging opportunities and help children increase their ability to predict outcomes and experience success.
- Adults create experiences that connect children's learning across domains; i.e., using descriptive math words in literature and art.
- Adults allow adequate time for children to problem solve without intervening.

Questions for Reflection

1. What opportunities are provided in all domains of learning for children to make estimates and reflect on the results?
2. How do adults model making predictions and talking through the reasoning behind the prediction?
3. How do adults respond to problems?
4. Do you hear children and adults expressing enthusiasm, curiosity, and patience in their conversations around problem solving and while doing observations?
5. To what degree are children involved in solving actual classroom problems or situations?
6. How are real life problems solved and celebrated?



5. Early Learning Expectation: Children explore and discover simple ways to measure. [HSCOF-3.3.4, 4.2.3] [GLCE-M.UN.00.01-.05]

Children typically:

1. Show an awareness that things in their environment can be measured.
2. Begin to understand concepts of weight.
3. Show an awareness of the concept of time, beginning with the recognition of time as a sequence of events.
4. Recognize personal time as it relates to their daily life; e.g., breakfast, snack.
5. Show an awareness of temperature as it affects their daily lives.
6. Use beginning skills of estimation in solving every day measurement problems; e.g., about how many cookies are needed for a small group of children.
7. Begin to use non-standard (e.g., length of hand) measures for length and area of objects.
8. Begin to understand that tools (e.g., rulers, scales, counters) can be used to measure properties of objects and amounts.

Examples of Experiences and Strategies

- Children have opportunities to measure with traditional and non-traditional items; e.g., rulers vs. blocks or foot steps?
- Children are encouraged to talk about their observation and use descriptive language.
- Children have opportunities to experiment with measurement using items of height, weight, length, etc.
- Each child's culture is included in the program on a continuous basis through song lyrics, pictures, play things, and dance, when possible using key words; i.e., big, little.
- Books are included in the classroom library that demonstrate math concepts in appropriate and interesting ways.
- The daily routine incorporates opportunities that demonstrate measurement; e.g., the temperature on the thermometer, the length of the shadows on the playground.
- The environment includes natural elements of various textures and sizes that can be measured and compared.
- The environment contains multiple sizes of common objects that go together; e.g., boxes, containers with lids, nuts and bolts.
- The classroom contains charts and graphs of the children's experiences with measuring and comparing things in the environment and their work.

- Adults model the process of measuring and talk through their process.
- Adults point out multiple types of measurement; e.g., length, area, weight, capacity, time and temperature.
- Adults ask open-ended questions.

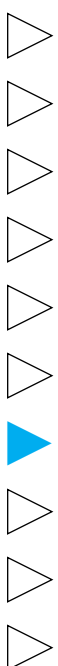
Questions for Reflection

1. To what degree is the environment rich with objects natural, interesting and beautiful that children can manipulate, measure and describe?
2. What tools are in the environment for children to use in measuring?
3. How does the daily routine incorporate concepts about measurement, across domains; i.e., song, movement, literacy?
4. What practices are in place to help children learn to organize their materials and information?
5. To what extent do adults use descriptive language regarding measurement, size, comparisons and attributes?
6. How do adults respond verbally and non-verbally to children's activity when making comparisons?
7. How are parents involved or informed about the classroom activities and learning that can be extended at home?

6. Early Learning Expectation: Children can translate a problem or activity into a new form (e.g., a picture, diagram, model, symbol, or words) by applying emerging skills in representing, discussing, reading, writing, and listening. [HSCOF-M 4.1.2]

Children typically:

1. Participate regularly in informal conversations about mathematical concepts and relationships.
2. Talk about their own mathematical explorations and discoveries using simple mathematical language and quantity-related words.
3. Show growth in understanding that number words and numerals represent quantities.
4. Begin to use symbols to represent real objects and quantities.
5. Make progress from matching and recognizing number symbols to reading and writing numerals.
6. Recognize that information comes in many forms and can be organized and displayed in different ways.
7. Begin to record their work with numbers in a variety of simple concrete and pictorial formats, moving toward some use of number symbols.

- 
8. Begin to understand that simple concrete and representational graphs are ways of collecting, organizing, recording, and describing information.

Examples of Experiences and Strategies

- Children have an opportunity both inside and outside to show/represent their information.
- Each child has a place for their own representations.
- The environment includes many concrete objects to represent data; e.g., a 'vote' or a count or an attribute.
- Interesting and challenging materials contain multiple attributes that can be described, measured, weighed, or assembled.
- Meaningful and where possible, authentic concepts are provided for children to represent their learning; e.g., objects, pictures, graphs of all types.
- Each child's culture is included and valued in the program on a continuous basis through song lyrics, pictures, play things, and dance.
- The adults help children to remember what their representations mean or describe.
- The classroom routine allows for unhurried time for the children to experience success.
- Labels are used to help interpret graphs or charts and both teachers and children contribute to the work.

Questions for Reflection

1. How do adults model descriptive language and provide opportunities for children to expand their vocabulary?
2. What is the balance of mathematical experiences in the daily routine?
3. What practices or procedures are in place to help children use labels to remember what their representations mean?
4. What range of voices is heard when describing or questioning?
5. What opportunities exist for children to exhibit their representations, both individual and group work?
6. What examples are provided to parents regarding children's representations and questions to extend learning to the home environment?
7. How do adults model descriptive language and provide opportunities for children to expand their vocabulary?

7. Early Learning Expectation: Children begin to develop an understanding of numbers and explore simple mathematical processes (operations) using concrete materials. [HSCOF-M 3.1.3, 3.1.4, 3.1.5, 3.1.6] [GLCE-N.ME.00.01-.10]

Children typically:

1. Develop an increasing interest and awareness of numbers and counting as a means for determining quantity and solving problems.
2. Match, build, compare, and label amounts of objects and events (e.g., birthdays in the week) in their daily lives.
3. Make progress in moving beyond rote counting to an understanding of conceptual counting (one-to-one correspondence).
4. Recognize and match number symbols for small amounts with the appropriate amounts.
5. Show progress in linking number concepts, vocabulary, quantities and written numerals in meaningful ways.
6. Use cardinal (e.g., one, two) and ordinal (e.g., first, second) numbers in daily home and classroom life.
7. Understand how numbers can be used to label various aspects of their lives; e.g., house number, phone number, ages of classmates.
8. Develop an increasing ability to count in sequence up to ten and beyond.
9. Begin to describe comparative relationships; e.g., more/less/same number of objects or quantities.
10. Begin to develop the ability to solve problems involving joining, separating, combining, and comparing amounts when using small quantities of concrete materials.

Examples of Experiences and Strategies

- Children's interests are respected and used to increase awareness of numbers and counting; e.g., counting dogs, shoes, cars that go by.
- Both boys and girls are equally encouraged to solve problems.
- Children are frequently exposed to opportunities to count and use one-to-one correspondence.
- Children have an opportunity both inside and outside to link number concepts through their play.
- Each child's culture is included in the program on a continuous basis through song, number, language, and pictures.
- The environment includes a variety of materials, puzzles, games, books, music, and visuals that incorporate numbers.

ELE: EARLY LEARNING IN MATHEMATICS



- Meaningful and where possible, authentic concepts are provided for children; e.g., more cups, first plate.
- Adults determine what mathematical knowledge the child brings from the home environment and expand the learning opportunities for that child.
- There are realistic ‘mathematical’ expectations for the preschool-age child and they are communicated to the child’s family.

Questions for Reflection

1. In what circumstances are children engaged in counting and using numbers?
2. What opportunities exist to describe and practice using number words?
3. How do adults build on prior knowledge?
4. What male and female role models are provided?
5. In what ways are higher-level questions used with children?
6. How is the environment arranged that makes it both language and cognitively rich around math learning?
7. How are the materials organized and available for supporting children’s independence and investigation?

8. Early Learning Expectation: Children build their visual thinking skills through explorations with shape and the spaces in their classrooms and neighborhoods. [GLCE-G.GS.00.01-.03]

Children typically:

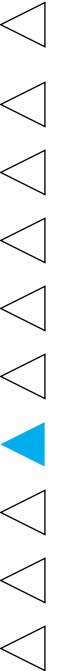
1. Can make models, draw, name, and/or classify common shapes and verbally describe them in simple terms.
2. Investigate and begin to predict the results of combining, subdividing, and changing shapes.
3. Begin to recognize and appreciate geometric shapes in their environment.
4. Begin to build an understanding of directionality, order, and positions of objects through the use of words; e.g., up, down, over, under, top, bottom, inside, outside, in front of, behind.

Examples of Experiences and Strategies

- Children have opportunities to explore both two- and three-dimensional objects.
- Adults describe shapes and how they see those shapes in the environment.
- Adults model actions and describe moving objects (e.g., up, down, in front of), especially with dual language learners.
- Adults demonstrate how shapes can be combined to create new forms.
- Teachers help children to develop a sense of spatial understanding; i.e., location and direction and how far.
- Books, stories and songs with directional words and actions are used.

Questions for Reflection

1. To what degree do teachers use spatial vocabulary for position, movement, and distance?
2. How often are children manipulating and sorting materials?
3. In what ways do adults include teacher's observations of children's actions and dialog to document children's learning and planning for the next level of understanding or learning opportunity?
4. What daily opportunities for math learning are integrated into other curriculum areas?
5. How are family members informed about ways to extend visual thinking skills through every day home activities?



Early Learning in Science



A science program for young children provides them with a better understanding of the world around them and how it works through building on their natural sense of wonder and curiosity. Early learning expectations for science model the nature of scientific inquiry which has, at its core, the opportunity to ask and answer questions and apply problem-solving skills. Children bring their emerging skills in mathematics to their experiences and use their growing abilities in representing ideas through language and the creative arts to portray their scientific knowledge.

The early science program uses active hands-on experiences to foster positive attitudes toward science and form the basis for later and more sophisticated understandings. This requires adults to model the same attitudes and sense of wonder about the world around them.

1. Early Learning Expectation: Children develop positive attitudes and gain knowledge about science through observation and active play. [HSCOF-S 4.1.1, 4.1.3, 4.1.4]

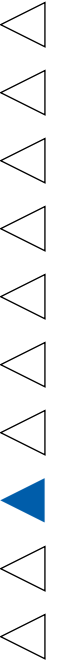
Children typically:

1. Demonstrate curiosity about and interest in their natural environment that leads them to confidently engage in activities related to science.
2. Ask questions related to their own interest and observations.
3. Talk about their own predictions, explanations and generalizations based on past and current experiences.
4. Expand their observational skills; e.g., extending the time they observe, being able to describe and confirm their observations by using a variety of resources.

5. Begin to participate in simple investigations; e.g., asking questions manipulating materials; anticipating what might happen next; testing their observations to determine why things happen.

Examples of Experiences and Strategies (apply also to Expectations 2 and 3)

- Children have access to a well-equipped science learning center; however, materials related to science can be found throughout the room and in the outdoor area.
- Children have access to many nonfiction books and pictures about aspects of their every day world; books show both males and females engaged in science-related occupations.
- The environment is arranged to provide children with easy access to a variety of materials and opportunities to make genuine choices and to learn from them.
- Adults regularly assess the environment and make changes to respond to children's interests and developing skills.
- Everything in the immediate environment is regarded as a learning resource.
- Interesting and challenging science-related materials enable children to try out new things and explore the further possibilities of familiar and unfamiliar objects, both human and non-human made.
- Adults understand the importance of curiosity in children's exploration and learning and encourage and support children's questioning and experimenting.
- Children have opportunities for in-depth exploration with adults providing guidance and expansion; e.g., a project about a local plant nursery.
- Adults talk with children in ways that promote children's thinking and reasoning about what they are doing and provide accurate information about scientific ideas.
- Children are encouraged and helped to name, describe, think about, and talk about what they are doing; adults help them to journal or document these discoveries.
- Adults regularly pose open-ended questions about a wide range of topics, including science and the child's connection to the natural world.
- Adults become 'scientists' along with the children, extending their own scientific knowledge as new investigations take place and adults demonstrate that they share children's pleasure in discovery.



**Questions for Reflection (apply also to Expectations 2 and 3)**

1. How does the environment encourage preschoolers to initiate their own playful experiences with the science materials in the classroom?
2. How is the environment arranged so that children can find and use materials of interest to them and learn to replace them when finished?
3. How do adults support and expand child-initiated learning experiences and assist each child in the practice and mastery of skills?
4. How do adults arrange the environment and plan the daily schedule to support and encourage children's self-motivated discovery, curiosity, and exploration?
5. What is the balance between child- and teacher-initiated science projects and activities?
6. Because science is particularly rich in teachable moments, how do adults maintain awareness of the potential for all interactions and experiences to result in learning?
7. How often, and in what ways, are the routines adjusted or activities changed to allow for children's spontaneity, curiosity, and interests?
8. What genuine, safe opportunities are there for children to change things and to explore the consequences of their actions; e.g., taking apart old machines, mixing colors, cooking?
9. How do adults pose questions to children that encourage them to try new strategies, become engaged, and to problem solve?
10. What roles do adults have when children are playing and how do these roles promote children's curiosity, creativity, and exploration?
11. How do adults respond to and support children's exploration in dramatic and pretend play (e.g., suggesting roles associated to science—being a veterinarian, a gardener, a physician) by including related materials in the dramatic play area?
12. How do adults react when children make 'mistakes'? How do adults use these moments to support learning?
13. What practices or procedures are in place to determine what events might happen that could upset children and how are these situations addressed; e.g., the death of a classroom pet?
14. How is an awareness of the importance of science ideas in our daily lives woven into the life of the classroom on a daily basis; e.g., conversations about weather, the needs of a classroom pet, how to tell if milk has soured, awareness of, and conversations about beauty in the natural environment, healthful practices?
15. Is there a comprehensive system to make certain the setting and the materials and equipment within it are safe? What is the process for continuous assessment of the system's effectiveness?

16. In what circumstances might it be necessary to limit children's exploration, and how can this be done while continuing to encourage active discovery?
17. How does the program assure that children's science-related attitudes and knowledge are a part of comprehensive assessment practices; e.g., written observation notes about significant learning and representations of children's work in science (photographs, drawings)?

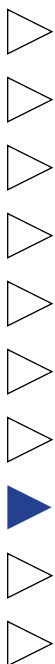
2. Early Learning Expectation: Children show a beginning awareness of scientific knowledge related to living and nonliving things. [HSCOF-4.2.1, 4.2.2]

Children typically:

1. Demonstrate a growing ability to collect, talk about, and record information about living and non-living things; e.g., through discussions, drawings.
2. Begin to categorize living and nonliving things in their environment based on characteristics they can observe; e.g., texture, color, size, shape, temperature, usefulness, weight.
3. Use observation skills to build awareness of plants and animals, their life cycles (e.g., birth, aging, death) and basic needs; e.g., air, food, light, rest.
4. Begin to describe relationships among familiar plants and animals; e.g., caterpillars eat leaves.
5. Begin to describe the places in which familiar plants and animals in their neighborhood live; e.g., city, drainage ponds, parks, fields, forests.
6. Demonstrate greater knowledge and respect for their bodies; e.g., describe visible parts of the human body and their functions.
7. Observe and can describe and compare the motions of common objects in terms of speed and direction; e.g., faster, slowest, up, down.
8. Understand the way simple tools work through their play with common toys; e.g., wheels, pulleys, gears, screws.

Examples of Experiences and Strategies

- A box of materials near the door can be taken into the outdoors to support exploratory play; e.g., magnifying lenses of various kinds, measuring tools, weighing devices, containers of various kinds, bug containers (for later release), clipboards, paper, and writing tools for making drawings and observations, camera.
- Children have opportunities to observe and to help safely, take care of animals and other living things.
- Children are encouraged to name and describe living and nonliving things in their environment.



- Children are helped to see familiar things from different perspectives (e.g., close up or from a distance, from the front or back) and are encouraged to make drawings of what they see.
- Children have opportunities to explore and describe the ways that shapes and objects fit together by using two- and three-dimensional materials.

Questions for Reflection

1. How are equipment and materials selected and arranged to extend children's understanding of concepts; e.g., patterns, shapes, colors?
2. What opportunities do children have to collect and sort living and non-living objects for a meaningful purpose?
3. What opportunities are there for children to take things apart, put them together, and figure out how they work? How well do these opportunities promote children's learning?
4. Is there a sense of joy and discovery in the classroom? Are children actively engaged in their learning?

3. Early Learning Expectation: Children show a beginning awareness of scientific knowledge related to the earth.**Children typically:**

1. Can talk about observable characteristics of different seasons.
2. Can talk about the observable properties of earth materials (sand, rocks, soil, water) and living organisms.
3. Can talk about major features of the earth's surface (streams, hills, beaches) when found in the children's neighborhood and neighborhoods that they visit.
4. Begin to describe weather and its changing conditions; e.g., wind, rain, snow, clouds.
5. Talk about ways to be safe during bad weather.

Examples of Experiences and Strategies

- Adults initiate questions, and answer children's questions, about why things happen; e.g., weather phenomena, darkness and light.
- Children are encouraged to manipulate various materials in ways that change them from continuous to discrete and back again; e.g., cutting up clay and squashing the pieces back together again, transferring water to small bottles and emptying them.
- Children have opportunities for active exploration with the support, but not the interference, of adults.

- Children have time to investigate and process the discoveries they make out of doors.
- Social and literacy opportunities are linked to scientific learning experiences out of doors.
- Children spend time outside their classroom and have opportunities to explore the place where they live; learning includes place-based situations; e.g., measuring the snow melt, observing the way the water flows down the land.
- Children have opportunities to build special places outside, make maps, and discover the nature of their own communities and neighborhoods; e.g., they play, dig, climb, plant, hike.



Questions for Reflection

1. How is the schedule organized to maximize children's daily access to the outdoors; e.g., for unstructured play, for age-appropriate games, to engage in exploratory activities with various materials?
2. How do adults make themselves available to children to support their conversations about natural phenomena in the outdoors?
3. Are materials available to help children record their observations about natural phenomena; e.g., clipboards, paper, camera, journals and writing tools for making drawings and recording observations?
4. To what extent are adults helping children with the big ideas of science and not focused on knowledge that is too advanced?
5. Does the curriculum reflect children's immersion into the natural world?

Early Learning in the Social Studies



Children study their social world from the moment of birth. By the time they are three- and four-years old, children are becoming increasingly sophisticated in observing and understanding their social world (Chard, 1998). The preschool classroom is a perfect laboratory for children to learn the knowledge, skills, and attitudes required to live in an interdependent democratic society as adults. The balance of age-appropriate content and the use of inquiry to learn more about the people in their families and neighborhoods, the earth they live on, the people who live on the earth, and the study of their histories, will give young children the skills they will need as citizens of a democracy. At this age, learning in the social studies is closely related to children's social emotional development.

1. Early Learning Expectation: Children begin to understand and interpret their relationship and place within their own environment. [HSCOF-SS 6.5.4]

Children typically:

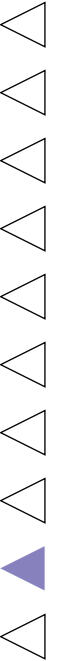
1. Include representations of various physical features (e.g., roads, bodies of water, buildings) in their play.
2. Use and understand words to indicate size.
3. Use and understand words for location and direction.

Examples of Experiences and Strategies

- Children spend time outdoors daily, actually in touch with the environment in which they live.
- Adults talk with children as they become observant of their environment;

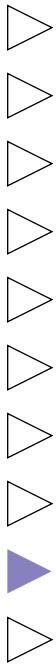
they introduce vocabulary that is descriptive and extends the child's ability to also verbalize what they notice but may not yet be able to articulate.

- The inside environment is rich with visuals of the local area; e.g., maps with simple labels, signs, globes, puzzles.
- Children are involved in map-making, planning, and discussing their neighborhood; they note their daily surroundings and create simple maps.
- Children begin to see themselves as 'explorers,' competent, confident learners who ask questions and make discoveries about their human and non-human environment.
- The classroom has many types of manipulatives that demonstrate size differences and words are displayed and discussed to increase children's vocabulary (relevant to size and descriptive elements).
- Children are introduced to high quality literature, both fiction and non-fiction, that helps them learn more about their place in their neighborhood, and their expanding 'community,' both the buildings and streets as well as the outdoor play spaces and the plants and surrounding lands, forests, streams, and bodies of water.
- Children are engaged in simple games that help them give and follow increasingly complex directions.
- Children participate in community projects that are collaborative (not competitive) and community members are invited into the classroom.



Questions for Reflection

1. What kinds of opportunities do children have to explore the neighborhood and the various cultures within their community?
2. What is visible in the classroom that has local significance; e.g., a lake, a river?
3. How are children guided toward developing a sense of responsibility for the living and the non-living environment?
4. How do adults arrange the environments, indoors and outside, to support and encourage self-motivated exploration?
5. What opportunities do children have to observe, identify, and describe plants, animals and the environment over time?



2. Early Learning Expectation: Children begin to recognize that many different influences shape people's thinking and behavior. [HSCOF-SS 6.5.2]

Children typically:

1. Can talk about personal information; e.g., name; family members; and by four, knowledge of personal traits, address, telephone number.
2. Begin to recognize themselves as unique individuals and become aware of the uniqueness of others.
3. Show an understanding of family and how families are alike and different.
4. Talk about ways members of a family can work together to help one another.
5. Begin to recognize that people celebrate events in a variety of ways.
6. Grow in understanding of and respect for differences among cultural groups, as well as their contributions to society.
7. Participate in creating their own classroom celebrations.

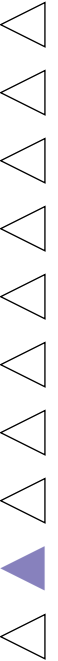
Examples of Experiences and Strategies

- Adults model the kind of respectful behaviors they would expect and value in children and other adults.
- Each child's culture is included in the program on a continuous basis through song, language, pictures, play things, and dance.
- Children are encouraged to develop working theories for making sense of the natural, social, physical and material worlds.
- Children learn about differences and similarities (through stories, activities, think-alouds) without judgmental comparisons.
- Children learn what a 'celebration' is and have opportunities to have little celebrations of meaning in their own classroom.
- Adults help to build upon each child's interest.
- Adults take time to observe individual children and come to know their preferences and uniqueness and respond appropriately.
- Teachers and parents communicate with each other in order to attain a consistent, approach to the care and learning of their children.

Questions for Reflection

1. To what extent do adults ask open-ended questions?
2. In what ways and how well is the curriculum genuinely connected to the families and their respective cultures? How is this visible in the classroom?

3. Do adults communicate positively, openly, and respectfully, expressing themselves in a language and style appropriate to the age, developmental level and uniqueness of the child?
4. Do adults model the same kind of self-regulation, empathy, acceptance of others, and engagement with learning that they would expect and value in others?
5. How does the program use an array of positive responses to affirm children as individuals? Do adults step in when children make hurtful comments?
6. How do teachers help children to see each person's perspective and learn how to compromise in a mutually respectful way? How are these strategies shared with parents?
7. How does the program respect family culture and encourage families to share their culture; e.g., cooking, crafts, traditions, singing, story telling of native tales?
8. What artwork from diverse areas is present; are there simple musical instruments from different countries?
9. How do adults acknowledge differences, similarities, and accomplishments as part of every day experiences (not one being better than the other)?



3. Early Learning Expectation: Children show growth in their understanding of the concept of time and begin to realize that they are a part of a history, which includes people, places, events, and stories about the present and the past.

Children typically:

1. Use words to describe time; e.g., yesterday, today, tomorrow.
2. Can talk about recent and past events.

Examples of Experiences and Strategies

- Storytelling helps children to understand the ideas of time, change over time, and before/after.
- Children can find books, stories, and literature that is valued by the cultures in their community.
- Children experience a sense of their classroom as a community.
- All cultures are treated with respect.
- Children learn that everyone has a voice, a chance to be heard, opportunity to participate, and rules to follow (democratic community learners).
- Adults model desired actions and behaviors, using descriptive words that help children to understand sequence of events.



Questions for Reflection

1. Does each child have opportunities to share stories about his or her family and extended family?
2. Can children talk about their own growth and experiences from being infants to being in preschool?
3. Do children show creative expression (e.g., music, song, dance, art) that illustrates their own cultural backgrounds?
4. Do children demonstrate respect for their classmates' individual differences and interest in aspects of their cultures?
5. Can children talk about what has happened with their class in the past and perhaps will in the future, or point out plants that have grown over time, or note changes in their outdoor environment that take place over time?

4. Early Learning Expectation: Children begin to learn about the reasons for rules and laws, the importance of a democratic process, and the responsibilities of being a member of a classroom, a family, and a community.

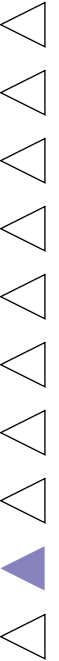
Children typically:

1. Grow in their understanding of the need for rules for their learning environment.
2. Begin to understand consequences of following and breaking (disobeying) rules.
3. Can identify people (e.g., parents, teachers, bus drivers, lunchroom helpers) who have authority in their home and early learning programs; e.g., who helps them make rules, who tells them when they are breaking a rule, who helps enforce rules.

Examples of Experiences and Strategies

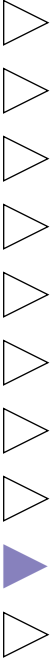
- Children experience a sense of community in their classroom.
- Children learn that everyone has a voice, a chance to be heard, opportunity to participate, and rules to follow; the classroom becomes a democratic community.
- Children learn about basic safety and health rules that they use daily.
- Children have an opportunity to help each other and learn from each other.
- There are realistic expectations about preschoolers' abilities to cooperate, take turns, be kind, support one another, or wait for assistance.
- Children are involved (i.e., with adult guidance) in setting classroom rules and expectations.

- Children are supported in their skills of being a friend, acting like a friend, learning negotiation skills, and paying attention to others.
- Children begin to understand that there are both actions and feelings associated with those actions (empathy).
- In talking with children, adults do not link occupations to gender (i.e., by assuming that doctors are men, that all nurses are women).
- Adults provide guidance and support in resolving conflicts; e.g., sharing toys.
- Teachers provide a specific time to teach problem solving, making decisions and model these skills repeatedly and consistently.
- Teachers and children write down and post rules so everyone can see them.
- Teachers help children think about how rules apply to them.
- The room has photos of whole-class activities, supporting group participation and community.



Questions for Reflection

1. What is the balance between child- and adult-initiated learning experiences?
2. How does the staff build the sense of a learning community in the classroom? How are children's interactions guided to be a member of this learning community?
3. How often, and in what ways, are the routines adjusted or activities changed to allow for children's spontaneity and interests?
4. What opportunities are there for children to be exposed to storytelling (e.g., stories read, signed, and told), poems, chants, and songs? How well do these connect to the children's home cultures?
5. In what circumstances is it appropriate for the needs of the group to take priority over those of individual children?
6. In what ways does the program accommodate the strengths, interests, and individual ways of doing things represented by each child and family? What impact does this have on children, and are there other ways children's individuality could be encouraged?
7. How is the environment organized to promote sharing, learning to take turns, and avoid conflict (due to adult's lack of preparation for the group and the activities)?
8. Are there creative and constructive problem-solving activities that encourage children to cooperate with and support each other? How effective are these activities? How do teachers review and adapt these activities as needed?

- 
9. What is the evidence that all children are encouraged to be a member of the community, yet also be autonomous?
 10. How does the staff work to meet the needs of each child to ensure a sense of belonging?
 11. How is the room arranged so that groups of different sizes can be together (i.e., encouraging sociability and community)?
 12. How do families become aware of 'community-building' activities in the class?
 13. What opportunities do children have to be involved in the community beyond their own classroom?

5. Early Learning Expectation: Children increase their understanding about how basic economic concepts relate to their lives. [HSCOF-SS 6.5.3]

Children typically:

1. Can talk about some of the workers and services in their community.
2. Can talk about some of the ways people earn a living.
3. Begin to understand that people pay for things with a representation of money; e.g., currency, checks, debit cards, credit cards.
4. Make simple choices about how to spend money.

Examples of Experiences and Strategies

- Children have frequent opportunities to be involved in the life of their community and their school.
- Pretend play and dramatic play environments include realistic tools or equipment to use; e.g., measuring tape, child size tools, cooking tools, technology, calculators, cash register.
- Community members visit the school to demonstrate or talk about their trades; e.g., baker, builder, painter, recycler.

Questions for Reflection

1. What opportunities are available for symbolic play? How do adults become involved in the child's play? How do these roles support children's learning?
2. What learning activities model buying and selling?
3. How are parents provided strategies to help their children begin to understand the concepts of 'want' vs. 'need,' 'enough,' 'too much' and a sense of conservation vs. wasteful actions.

6. Early Learning Expectation: Children increase their understanding of the relationship between people and their environment and begin to recognize the importance of taking care of the resources in their environment.

Children typically:

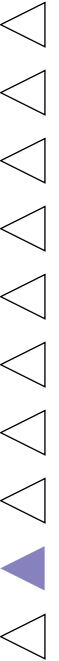
1. Begin to identify what families need to thrive; e.g., food, shelter, clothing, love.
2. Can participate in improving their environment; e.g., pick up litter; recycle; plant trees and flowers; conserve lights, water, and paper.

Examples of Experiences and Strategies

- Children spend time daily outside.
- Adults talk through their decisions or thinking process about caring for things.
- Songs, games, outdoor experiences, art and music celebrate the natural environment.
- Adults model respect for living things.
- School activities connect to community activities when appropriate, to strengthen a 'sense of place' for children.

Questions for Reflection

1. How do teachers model an environmentally conscious way of life?
2. What do children do to experience their outdoor living environment; e.g., grow a garden, take a hike, watch the clouds, crawl in the grass?
3. How are parents informed about the importance of connecting to the natural environment?
4. Does the outdoor learning environment allow for natural space, quiet places, safe but interesting spaces to explore?



Early Skills in Using Technology



Technology is an every day part of today's society, its influence continues to increase, and it will be an increasing feature of the future lives of today's young children. Technology is a broad term which includes a variety of tools; e.g., cameras, recorders and players, computers, telephones, Internet websites, electronic storybooks, and television. Recent research supports young children's age-appropriate use of technology to support and extend learning and development under the guidance of adults who understand how to use it appropriately. However, technology should never dominate the learning environment nor replace the opportunity for children to have direct experience with peers, adults, and/or real materials.

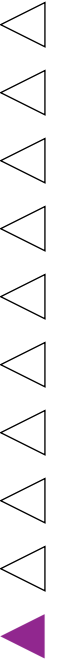
1. Early Learning Expectation: Children explore and use various types of technology tools.

Children typically:

1. Can describe and creatively use a variety of technological tools independently or with peer or adult help.
2. Understand that technology tools can be used throughout the day.
3. Follow simple directions to use computers and other technology tools.

Examples of Experiences and Strategies

- Children are helped to understand that the classroom contains many tools that help them play and learn (e.g., crayons and pencils with which to write, wheels which make trucks move, computers to display information, calculators, tape players) via the availability of such tools and through conversations with adults.
- Adults present curriculum-related skills, concepts, and information for children within the context of providing ample opportunities for exploration.
- Adults consider children's individual levels of development, interest, temperament, cultural backgrounds, language, and learning styles; teachers use this knowledge as the basis for designing children's interactions with technology.
- Computers and other technology tools within the classroom are located at child height; e.g., screens at children's eye level, chairs which allow their feet to touch the floor.
- The program provides technology tools so that teachers can work with children, such as those needed to develop and produce photographs and video from digital media documenting their learning and play.
- Adults use technology to display children's work in the classroom.
- Children's technology creations are displayed in the classroom.

**Questions for Reflection**

1. How are all staff members good role models in the use of technology?
2. Are adults available to assist children, if necessary, in using and playing with various forms of technology?
3. How does the staff help parents understand appropriate uses of technology for their children and provide opportunities for family members to observe children using technology appropriately?
4. To what extent does the program provide technology tools for teachers to use the Internet to locate resources including appropriate websites for children and ideas for best teaching practices?

2. Early Learning Expectation: Children can name various components of computer systems and use various input devices.

Children typically:

1. Can name components; e.g., screen, printer, mouse, disks, CD, keyboard.
2. Use adaptive devices to operate a software program as necessary.



Examples of Experiences and Strategies

- Staff presents technology concepts and terms multiple times using various materials and methods to acquaint children with their use.
- Adults use correct terminology when helping children use computers and other technology tools.

Questions for Reflection

1. Are both photographic and print labels used to support children's learning about computer components and other technological devices?
2. Are adults familiar with and proficient in the use of various hardware or software adaptations that can facilitate children's use of technology, especially for children with disabilities?
3. Do you hear children using the correct terms? Does it appear that they can communicate their desires or needs when using the computer?
4. Are children using the correct names for computer components in their conversations with peers or reminded of the correct terms, either by rephrasing or restating the child's comments when adults are near?
5. In what ways are children encouraged in their use of computers and supported when new programs are introduced?

3. Early Learning Expectation: Children work cooperatively with others while using technology tools.

Children typically:

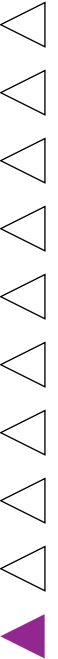
1. Talk, ask questions, solve problems, and share ideas with peers and adults, when using computers and other technology tools.
2. Work cooperatively when other children are present at the computer.
3. Begin to state and follow rules for using the computer and other technology tools.

Examples of Experiences and Strategies

- Children of diverse abilities and languages are encouraged to work cooperatively with technology tools.
- Adults post simple rules near the equipment; e.g., both words and symbols represent rules and processes.
- Children use technology materials and centers in a similar manner as other materials and centers; e.g., there is no special computer time and they are not taken to a special computer lab away from the classroom.
- Children learn to share, take turns, or wait for their turn to use technology and find ways to use that time in other activities.

Questions for Reflection

1. What opportunities exist for children to use technology equipment cooperatively; e.g., seating for more than one child.
2. To what extent does the daily schedule provide access to a variety of materials and technology for dramatic play, creative activities, music, movement, fine motor, large motor, math, science, and social studies experiences?
3. Are computers and printers located adjacent to one another to promote children's interaction?
4. What skills, role models, actions, and attitudes are presented to children in the technology games or stories that are available? Have adults avoided common stereotypes in their selection? Are children viewing cooperative, creative characters, as well as non-violent and non-discriminatory actions?
5. Do parent education experiences offer opportunities for family members to learn more about using technology with their children?
6. How does the program promote access for low-income families to technology in the community?



4. Early Learning Expectation: Children demonstrate responsible handling of technology equipment.

Children typically:

1. Can keep foreign materials (e.g., play dough, water, paint, crayons, chalk, and small toys) away from equipment surfaces and openings.
2. Can learn to handle equipment gently and avoid dropping items.
3. Can learn to avoid turning computers off during operation.

Examples of Experiences and Strategies

- Adults label, both visually and verbally, computer parts with symbols and correct terminology to remind children of appropriate actions; e.g., a small stop sign near the on/off button or agreed-upon symbols for no liquids. Children are gently informed and reminded of appropriate actions with the technology equipment.
- During initial introduction of equipment, adults frequently demonstrate and reinforce proper use.
- Adults position themselves near the equipment as children learn proper use in a supportive way.
- Staff presents simple skills prior to more complex skills.
- Competent peers or older children act as tutors for operating technology.
- Staff can locate resources for assistive technology.

ELE: EARLY SKILLS IN USING TECHNOLOGY



Questions for Reflection

1. Is technology equipment located to enable effective supervision by adults?
2. How are other learning centers organized to avoid safety issues with technology?
3. How does the staff model care of technology and appropriate use of various pieces of technology, talking through their decisions, choices and thinking processes while using technology?

Glossary [LRCCC-R400.5101]

Administrative/Supervisory Personnel:

Personnel at the program and/or local district level (e.g., program directors, specialists, and school district level or building principals/administrators/supervisors) who are responsible for administering, supervising, and leading early childhood education program services, activities, and instructional staff.

Advisory Council: A volunteer group convened to advise the program leaders regarding planning, development, implementation, and evaluation of the early childhood program. The advisory council is typically comprised of parents and interested community members. Advisory councils may be established as a requirement of the sponsoring agency or legislation and within the framework of policies and practices as established by the council and the program's governing body.

Age Appropriate: Experiences and a learning environment that are designed to match predictable stages of children's growth and development across all domains (social, emotional, intellectual, language, creative, and physical).

Assessment: A systematic procedure for obtaining information from observation, interviews, portfolios, projects, tests, and other sources that can be used to make judgments about characteristics of children or programs.

Assistive Technology: Any item, piece of equipment, product or system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of anyone with disabilities.

Auxiliary Staff: Personnel who are responsible for delivering support services offered by the program and/or required by federal or state regulations (e.g., nurses, Title I staff, special education consultants, speech/language therapists, school psychologists, social workers).

Child Development Associate

Credential (CDA): Nationally recognized performance-based credential awarded through the Council for Early Childhood Professional Recognition, an independent subsidiary of the National Association for the Education of Young Children. A CDA credential is awarded for competence in working with children birth to five years of age and is roughly equivalent to completing one year of college level work in early childhood.

Child-initiated: Experiences which offer children a wide range of opportunities to directly experience and manipulate new ideas and objects (e.g., choosing from a variety of activities throughout the day; creating their own ideas for art projects, block constructions, or dance improvisations; creative play materials which encourage children to question, experiment, and pretend).

Collaboration: Initiatives which involve people from different agencies/programs joining together to work toward a common goal. The result is a shared endeavor with members eventually committing themselves as much to the common goal as to the interests of participating agencies. Agency autonomy is therefore limited, and the effort involves high contact (including the potential for high conflict) and is usually quite conspicuous to the outside world. An example would be the decision to build and jointly operate a community center that houses school, recreational, and social service components.

Community Collaborative Council:

An organized group representative of the community and its family- and child-serving programs. Such a council typically serves as a communication link among programs and provides direction in planning, developing, implementing, and reviewing the early childhood education initiatives within the community.

Development and Learning: The process of change in which the child comes to master more and more complex levels of moving, thinking, feeling and interacting with people and objects in the environment. Development involves both a gradual unfolding of biologically determined characteristics and the learning process. Learning is the process of acquiring knowledge, skills, habits and values through experience and experimentation, observation, reflection, and/or study and instruction.

Developmentally Appropriate Practice:

The process of making decisions about the education and care of children based on the following information:

- The widely divergent growth, development, and learning patterns of typically and atypically developing children.
- What is known about the strengths, interests and needs of each individual child.
- Widely accepted understanding of how children learn most successfully.
- Knowledge of the social and cultural contexts in which children live.

Effective teachers combine knowledge about the typical growth patterns of all children with careful study of the characteristics of each child in a particular group. The most effective learning takes place in that zone of children's development which is just beyond what a child can currently do with comfort, but is not so challenging that frustration and failure are the likely results. Based on continuous assessment, teachers make instructional decisions that lead to the greatest possible growth in each child's knowledge and skills and that support positive dispositions toward learning.

Early Childhood Education and

Care: Provision of purposeful programs and services, public or private, aimed at guiding and enhancing the social, emotional, intellectual, language, creative, and physical development of young children.

Early Childhood Special Education (formerly Pre-Primary Impaired—PPI):

Federally and state mandated services for children with verified disabilities. These services may be provided in a self-contained classroom operated through a local school district or intermediate agency or in an inclusive setting at the local district or community level.

Early Childhood Specialist: A qualified person employed by or available to an early childhood program who has responsibility for the evaluation of the program and the instructional staff.

Early Childhood (ZA) Endorsement:

Endorsement on an elementary teaching certificate recommended by Michigan colleges and universities upon completion of a 20-hour early childhood education program. May be required by the Michigan Department of Education or other funders for some preschool/prekindergarten programs.

Early Learning Expectation: Statements that describe expectations for the learning and development of young children across the domains (social, emotional, intellectual, language, creative, and physical).

Evaluation: The measurement, comparison, and judgment of the value, quality or worth of children's work and/or of their schools, teachers, or a specific educational program based upon valid evidence gathered through assessment.

Evidence-based Practice: The consideration of family values, craft knowledge, and empirical research in the formation of the program's philosophy, curriculum, and operating practices.

Family: People related to each other by blood, marriage, adoption, or legal guardianship. Family members include biological parents (custodial and non-custodial), adoptive parents, foster parents, step-parents, grandparents and other relatives of significance to the child, and all siblings (half, step, full). In addition, any individual who has extensive contact

with the child and/or is a significant person in the child's life could be included.

Family Collaboration/Partnership:

Refers to respecting family members as equal partners in all phases of the early childhood program. Families are integrated into the early childhood program through opportunities to plan and participate in all stages of program development and implementation. Supportive opportunities encourage family members to expand their knowledge of child development, increase parenting skills, extend children's learning at home, and utilize community resources.

Family Literacy: Programs which serve the entire family and which involve parents and children in interactive literacy activities, training for parents regarding how to be the primary teacher for their children, adult literacy, and an early childhood program.

Grade Level Content Expectations

(GLCEs): Statements of essential knowledge and skills for K-12 developed to respond to the federal No Child Left Behind Act of 2001 requirement that states implement grade level assessments based on rigorous academic standards. GLCEs do not represent the entire richness of a curriculum, but do highlight that which is essential for all students to know and be able to do.

Great Start Readiness Program:

Michigan's targeted, publicly-funded prekindergarten program for four-year-old children who may be "at risk" of school failure. Each child must qualify under SBE adopted risk factors; with a majority of the children being low or extremely low income. Both center-based and home-based models are available. All programs must provide strong family involvement/parent education components as well as preschool education.

Head Start Child Outcome Framework

(HSCOF): A framework of outcome statements which apply to the federal Head Start program including eight domains, 27 domain elements, and related

indicators intended to be reflective of what children should know or be able to do by the end of Head Start or entry into kindergarten.

Head Start Performance Standards:

Quality standards which apply to the federal Head Start program and which address all aspects of early childhood development and health services, family and community partnerships, and program design and management.

Inclusion: The principle of enabling all children, regardless of their diverse abilities, to participate actively in natural settings within their communities. Natural settings include the home and local early childhood programs.

Individualized Education Plan (IEP):

A written education plan for a child with disabilities developed by a team of professionals and the child's parent(s); it is reviewed and updated yearly and describes how the child is presently doing, what the child's learning needs are, and what services the child will need.

Individualized Family Service Plan

(IFSP): Refers both to a process and a written document required to plan appropriate activities and interventions that will help a child with a disability (birth through age two) and his or her family progress toward desired outcomes.

Individuals with Disabilities Education

Act (IDEA): A federal program that provides funding to states to support the planning of service systems and the delivery of services, including evaluation and assessment, for young children who have or are at risk of developmental delays/disabilities. Funds are provided through the Infants and Toddlers Program (known as Part C of IDEA) for services to children birth through two years of age, and through the Preschool Program (known as Part B-Section 619 of IDEA) for services to children ages three through five.

Instructional Specialists: Professional staff who work collaboratively with the classroom teacher in areas such as the

visual arts, music, physical education, library-media, and technology.

Integrated Approach: Children's learning activities and experiences presented through projects or thematic units involving many areas of the curriculum instead of through isolated subject areas.

Learning Environment: Physical representation of the curriculum which includes the climate, teaching practices, and materials and equipment.

Non-paid Personnel: Parents and other volunteers.

Paraprofessional: An individual who works under the supervision of a teacher; also, associate or assistant teacher.

Parent Involvement: An early childhood program component which recognizes the central role of parents in their children's development and establishes a working partnership with each parent through written information, orientation to the program, home visits, and through regular opportunities for dialogue via parent conferences, participation on advisory committees, needs assessments, participation as classroom volunteers, and flexible scheduling of meetings and events.

Professional Development: Refers to opportunities for early childhood staff to receive ongoing training to increase their preparation and skills to care for and educate children. These include in-service training, workshops, college courses and degree programs, teacher exchanges, observations, coaching, seminars, mentoring, and credentialing programs.

Program: Refers to early childhood education and care settings including Department of Education administered early childhood programs (e.g., the Great Start Readiness Program, Title 1 preschool programs, Even Start Family Literacy Program, programs serving children with disabilities), the Federal Head Start program, community-based for-profit and non-profit child and preschool programs.

Program Standard: Widely accepted expectations for the characteristics or quality of early childhood settings in homes, centers and schools. Such characteristics typically include the ratio of adults to children; the qualifications and stability of the staff; characteristics of adult-child relationships; the program philosophy and curriculum model, the nature of relationships with families; the quality and quantity of equipment and materials; the quality and quantity of space per child, and safety and health provisions.

Public Act 116: Licensing rules for child care centers promulgated by the authority of Section 2 of Act Number 116 of Public Acts of 1973 to the Michigan Department of Social Services which set forth the minimum standards for the care and protection of children. The rules apply to agencies, centers, or public and private schools providing child care services (Head Start, preschool full-day child care, before- and after-school, less than 24 hours) to children aged 2 ½ weeks to 13 years.

Screening: The use of a brief procedure or instrument designed to identify, from within a large population of children, those who may need further assessment to verify developmental and/or health risks.

Standardized Assessment Tool: A testing instrument that is administered, scored, and interpreted in a standard manner. It may be either norm-referenced or criterion-referenced.

Support Staff: Persons, whether paid or volunteer, employed by the program in such positions as food service, clerical, custodial, and transportation.

Teacher: The qualified person assigned the primary responsibility for planning and carrying out the program within an early childhood classroom. The teacher may work in partnership with other teachers or with paraprofessionals and has primary responsibility for the planning, organizing, and managing all aspects of the classroom learning environment; the assessment, diagnosis, and reporting of the individual learning and developmental

needs of the children; and the establishment of cooperative relationships with families and colleagues.

Test: One or more questions, problems, and/or tasks designed to estimate a child's knowledge, understanding, ability, skill, and/or attitudes in a consistent fashion across individuals. Information from a test or tests contributes to judgments made as a part of an assessment process.

Transition: (1) Procedures and activities that support the family and facilitate the child's introduction to new learning environments (e.g., home to school, from preschool to kindergarten, from one school to another, from one grade to another, and from one country to another). (2) Within the program's daily schedule, transition also refers to the process of shifting from one activity or place to another.

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