

Early Childhood Framework for Quality (EFQ): Examples of Practice



The Early Childhood Framework for Quality (EFQ): Examples of Practice

What they are...

In an effort to support the implementation of the EFQ Elements of quality, each Practice has a set of **Examples of Practice (EPs)** that are meant to be a supplementary resource for DECE site support staff and program leadership and teaching teams. These EPs have been designed for specific age groups and settings (e.g., infants and toddlers, 3- and 4-year olds). The EPs are *not* intended to be comprehensive, nor are they an exhaustive list or a compliance checklist. There are many ways that programs may choose to implement the Elements and Practices of the EFQ, and the EPs are meant to capture some, but *not all*, of these ways. As such, you'll notice the phrase, "Additional examples may include..." at the end of the EPs for each EFQ Practice. We welcome you to generate additional examples that are inclusive of specific classrooms and/or program communities.

How to use them...

You can use the EPs as illustrations of the EFQ Practices you have chosen to focus on at a classroom and program/school level. The EPs can be considered "safe-to-try" suggestions, or practices to work toward adopting on a regular basis. Whether you're a program leader, teacher, coach, consultant, or other program support staff, you might work directly toward achieving a specific Example, or use them to start conversations and set collaborative goals. You might also use them to ground or guide professional learning sessions or specific professional development plans for staff.

Differentiation by age groups...

We anticipate that most of the EPs for *program leadership and teaching teams* will be applicable across all age groups in all center-based and school-based settings. You will notice these are marked as "B-5," or birth-to-five, indicating applicability for staff working with infants, toddlers, 3-K, and pre-K children. Where applicable, we fully differentiated high-quality practices for infants and toddlers (marked I/Ts) and 3-K and pre-K children (marked 3/4s).



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1. High quality programs respect and value differences.

Program leadership teams and teaching teams build trust by creating a community in which all children, families, and staff feel welcome and included, embracing diversity in many forms – including, but not limited to: race, ethnicity, socioeconomic status, home language, country of origin, immigration status, ability, special needs, religion, gender, gender expression, sexual orientation, housing status, and cultural background and experience.

Program leadership teams...

(Examples: Directors, education directors, program directors, executive directors, board of directors, owners, principals, assistant principals, instructional coaches, mental health professionals, parent coordinators, family service coordinators)

- 1.1 foster a climate of trust, belonging, and collaboration in which all children, families, and staff feel welcome and included in the program.
- 1.2 provide training and resources to support culturally responsive instruction and family engagement, and equip classrooms with culturally and linguistically diverse learning materials.
- 1.3 model and support staff in reflecting on and addressing the impacts of structural racism and implicit bias in the program and community.
- 1.4 recruit children, families, and staff who reflect the identities and experiences of the communities they serve.
- 1.5 allocate program resources to promote inclusive and equitable opportunities and outcomes for all children and families.
- 1.6 work with NYCDOE, other agencies, and community partners to ensure all children and families have access to the services, resources, and support they need.

Program teaching teams...

(Examples: Lead teachers, special education teachers, itinerant teachers, family workers/educators/advocates, co-teachers, assistant teachers, paraprofessionals)

- 1.7 foster a climate of trust, belonging, and collaboration in which all children, families, and other staff feel welcome and included in the classroom.
- 1.8 adopt culturally responsive instruction and family engagement practices, and encourage children to engage with culturally and linguistically diverse learning materials.
- 1.9 continually reflect on and seek to address the impacts of structural racism and implicit bias in the classroom.
- 1.10 differentiate strategies and activities to meet the individualized needs of all children in the classroom, and provide opportunities for children to demonstrate learning in multiple ways.
- 1.11 collaborate with the program leadership team to connect all children and families to the services, resources, and support they need.

Program leadership teams...

1.1 foster a climate of trust, belonging, and collaboration in which all children, families, and staff feel welcome and included in the program.

B-5 Examples of Practice

Prior to the beginning of the program/school year, schedule family orientations that are accommodating of families' availability. Topics to address during orientations may include, but are not limited to:

- Overview of the program's vision and mission
- What to expect from an early childhood center/program and how families can get involved
- What to expect from their child developmentally
- Program/School's operating hours, including protocols for early drop-off and late pick-up
- Calendar for School Holidays and Professional Learning/ in-service days
- Curriculum, and instructional approach
- Policies on attendance and absenteeism
- Positive Behavior Guidance Policy
- Health and Safety policies that include guidelines to address infectious diseases
- Information on special education referrals
- Overview of accommodations and resources for children with special needs, Emergent Multilingual Learners, and Students in Temporary Housing
- Meal services
- Field trips and neighborhood walks

At the beginning of the year, schedule family meetings in order to:

- Listen and learn about families' strengths, challenges, and priorities for themselves and their children
- Listen and learn about families' jobs (if applicable) and schedule/availability
- Listen and learn about families' beliefs about childhood and parenting and how they currently support their children's development at home
- Learn about families' language preferences
- Engage in collective goal setting
- Develop a plan for touchpoints on family and children's goals throughout the year

B-5 Examples of Practice

Welcome new staff members by:

- Implementing culturally and linguistically inclusive orientation icebreaker activities, such as learning about their experiences as children, favorite games, teachers, and toys
- Pairing them with senior staff members
- Reviewing family and staff handbooks/procedures and policies
- Providing an overview of the program's cycle of collecting, analyzing, and using data, including feedback regarding job satisfaction
- Sharing professional development and continued-learning opportunities
- Sharing staff calendar for holidays, in-service dates, celebrations, and team meetings

Warmly greet children and families as they arrive in the program. Consider:

- Greeting children at eye level
- Calling children, family members/caregivers, and staff by their preferred names as they arrive to the classroom/program
- Learning a few words, especially greetings, in families' home languages to welcome them into the program
- As children and families enter the program, interact with them about some activities and/or events they engaged in when they left the program the day before

Implement pick up and drop off procedures that encourage families to be part of their child's early morning and dismissal routines in the classroom. Some activities include, but are not limited to:

- Helping children properly wash hands before starting activities
- Having caregiver help their child find an activity to settle in
- Signing in/out at the beginning/end of the day

B-5 Examples of Practice

Offer families multiple opportunities within the classroom(s) and program to:

- Volunteer
- Share talents/expertise/skills
- Share cultural traditions
- Lead small group activities and/or experiences (related to the current class study or unit of study)
- Read stories
- Bring familiar objects from their home, such as musical instruments, household items, clothing, toys, and encourage children to talk about and use them in the classroom
- Record stories in their home language to include as part of program/classroom(s) listening center/library

Articulate program's philosophy and vision for/of child development in family and employee handbook(s).

Establish and share procedures (in family handbook, classroom newsletters translated into families' home language) for family/caregivers regarding classroom visitation.

Throughout the year, ask families about elements of their home languages, cultures, and traditions they would like to see reflected in the program and classrooms.

Consistently provide program updates to families, both formally and informally translated into families' home languages through:

- Family Communication Board
- Program's website
- Classroom and program newsletters (at least monthly)
- Family Teacher Conferences (at least twice a year)
- Questionnaires
- Annual family surveys
- Phone calls
- Letters, emails and/or texts

B-5 Examples of Practice

Display welcome signs throughout the building in languages representative of families served, and display family-focused items, such as:

- A map of the world, with stickers placed on families' countries and states of origin
- Photos of children and their family members in the classrooms and hallways

Provide a variety of opportunities for families to participate in program level decisions by:

- Establishing family board/advisory council
- Analyzing data gathered from family surveys/questionnaires collaboratively
- Hosting family led workshops

Coordinate with related professionals as a team to implement the accommodations and modifications recommended on a child's IEP (Individualized Education Plan) or IFSP (Individualized Family Service Plan). You can consider:

- Scheduling team meetings on a consistent basis
- Keeping a communication tool between all learning partners to discuss and track children's development towards achieving identified goals

Additional examples may include...

Program leadership teams...

- 1.2 provide training and resources to support culturally responsive instruction and family engagement, and equip classrooms with culturally and linguistically diverse learning materials.

B-5 Examples of Practice

Ensure that the program budget is inclusive of all materials needed for culturally and linguistically diverse classroom centers and interest areas. These materials include, but are not limited to:

- Racially, culturally and linguistically diverse books
- Dramatic play props, such as culturally familiar foods, dolls, music, musical instruments
- Other materials such as costumes, artifacts and fabrics
- Music- both instrumental and songs in representative languages

Ensure all staff members are trained and well versed in how to engage with children and families of culturally, linguistically, and economically diverse backgrounds, family structures, and abilities by providing on-going training opportunities on:

- Linguistically and culturally responsive-sustaining practices
- Relationship building approaches that are grounded in culturally and linguistically sustaining practices
- Using strengths-based approaches, particularly when sharing information with families
- Strategies for effective two-way communication with families, especially those who speak a home language other than English
- Being trauma-aware and implementing a trauma-informed practice

Ensure teaching teams receive training in developmentally appropriate authentic assessment and screening.

Communicate and ensure all families understand that screenings of children (except those receiving Early Intervention) are completed to determine instructional and other developmental needs.

Communicate to families that they have the right to opt out of developmental screenings for their children, and provide alternatives/plans.

Ensure that all forms of communication sent to families are translated into their home languages.

Train staff on how to use and engage with new materials that reflect diversity.

Ensure classroom materials not only reflect the diversity of the program's children, families, and staff, but also the various cultural values, languages, and norms represented within New York City.

B-5 Examples of Practice

Welcome opportunities for family members to share their home languages, stories, food, music and other artifacts from their cultural traditions in the classroom(s) and program.

During staff orientation, in-service training sessions, and relevant events, share professional resources and/or materials on culturally and linguistically sustaining pedagogies and ways to apply them in the program and classrooms.

Collaborate with community agencies, such as local public library branches, to access books in families' home languages, and/or translate familiar classroom books.

Facilitate learning opportunities where all staff members have the time and space to understand what diversity looks and feels like within the program.

Coordinate with families to have them read translations of familiar classroom books at home whenever possible.

Additional examples may include...

Program leadership teams...

1.3 model and support staff in reflecting on and addressing the impacts of structural racism and implicit bias in the program and community.

B-5 Examples of Practice

Complete a self-assessment of cultural competence/relevancy, and use the results to drive improvement plans.

Reflect on your own implicit biases and the role they might play on your expectations for children, families, and staff.

Examine how your cultures, experiences, and identities shape how you support children, teaching teams, and families.

Partner with staff to audit curricula, materials, and resources in order to:

- Identify items that promote biases and stereotypes
- Ensure positive representation of the community served, and a diverse range of communities

During all-staff meetings, encourage staff to self-reflect and to identify, discuss, and collaboratively find solutions for instances of bias and racial inequities in the program.

Provide training sessions and resources on topics related to diversity, equity, and inclusion, such as:

- Critical self-reflection
- Sexual and gender identities
- Disproportionality
- Anti-bias and anti-racist education
- Developing racial literacy
- Combating racism
- Microaggressions

Support teaching teams and staff in identifying curricular opportunities to support children's learning about diversity.

Ensure staff attend DOE and other agencies training sessions on implicit bias, and reserve time to debrief with individuals, and as a group.

Additional examples may include...

Program leadership teams...

1.4 recruit children, families, and staff who reflect the identities and experiences of the communities they serve.

B-5 Examples of Practice

Display identifying signage for the program and the types of services it provides (e.g., Pre-K for All, 3-K for All, Early Learn, Head Start, Early Head Start).

Recruit and enroll diverse families, while also striving to represent the demographics, including changing demographics, within the community.

Actively seek to employ individuals from various races, ethnicities, cultures, genders/gender expressions, varying abilities and who speak languages reflective of the program community.

Develop and use interview questions that allow candidates to identify how they share experiences with the community your program serves, or how their contrasting experiences add value to the diversity of the program.

Hire staff members who speak the home language(s) of children and families in the program.

Utilize family volunteers to expand capacity to communicate with enrolled families and children in their home languages.

Additional examples may include...

Program leadership teams...

1.5 allocate program resources to promote inclusive and equitable opportunities and outcomes for all children and families.

B-5 Examples of Practice

Ensure the program's current year operating budget shows materials and resources purchased that promote equitable opportunities for children and families. These materials include, but are not limited to:

- Racially and culturally diverse books in a variety of languages
- Dramatic play props like culturally familiar foods, dolls, music- both, instrumental and songs in different languages
- Other materials such as costumes, artifacts and a variety of fabrics

Shape budget to address and support the identified needs of families by providing them with relevant workshops, training sessions, and other resources.

Create ample opportunities for children from diverse socioeconomic backgrounds to interact throughout the day.

Utilize NYCDOE translation services if unable to translate written materials within the program.

Ensure that curriculum and instructional materials and resources recognize the city's diversity of:

- Races and ethnicities
- Cultures
- Genders
- Linguistic abilities
- Family units
- Abilities that exist within the classroom and community
- And other forms of diversity as referenced by the DOE's Office of Equity and Excellence for All

Ensure that the curriculum and instructional materials foster awareness, empathy, understanding, and acceptance of diversity by:

- Guiding teaching teams in planning and implementing learning experiences related to diversity
- Incorporating diverse elements of the world into classroom learning experiences
- Encouraging teachers to recognize and reflect on their own biases on a regular basis
- Providing support and guidance for teachers in responding to children's questions or comments about diversity or biases

Look for opportunities to integrate children and families from different socioeconomic backgrounds in different program's settings and activities (e.g., CCDBG-eligible and non-CCDBG-eligible).

Additional examples may include...

Program leadership teams...

- 1.6 work with NYCDOE, other agencies, and community partners to ensure all children and families have access to the services, resources, and support they need.

B-5 Examples of Practice

Gather information (through surveys or during the intake process) that describes families' strengths, needs, and access to resources. At a minimum, this may include:

- Geographic location, race/ethnicity and languages spoken of families and children
- Children experiencing homelessness
- Children in foster care
- Children with disabilities (types of disabilities, and relevant services and resources provided to these children)
- Health, nutrition, social service needs eligibility
- Typical work, school, and training schedules of families

Schedule open-houses and family orientations, in families' home languages, to inform them of the resources available to them in the community. These resources might include, but are not limited to:

- Supplemental Nutrition Assistance Program (SNAP)
- Special Supplemental Nutrition Program for Women, Infant, and Children (WIC)
- Food pantries
- Early Intervention (EI), Committee on Preschool Special Education (CPSE) and referral services
- Low cost health care such as: Child Health Plus (CHIP)

Collaborate with community agencies, such as local public library branches, to access books in families' home languages, and/or translate familiar classroom books.

Stay informed about changes in local, state, and national government policies that support the needs of children and families. This may include:

- Connecting with community leaders
- Attending local board meetings
- Subscribing to relevant newsletters

B-5 Examples of Practice

Promote ongoing, consistent, and meaningful communication with community councils, service agencies, and local government agencies to create awareness of family/program needs, by:

- Attending the local community meetings to inform the community leaders about family/program needs
- Inviting the representatives of local government agencies to program/school open-houses and meetings to learn about family/program needs

Additional examples may include...



Program teaching teams...

1.7 foster a climate of trust, belonging, and collaboration in which all children, families, and other staff feel welcome and included in the classroom.

B-5 Examples of Practice

Prior to the beginning of the year, debrief with leadership teams and learn about enrolled children and families.

Prior to the beginning of the year, send home postcards, letters, emails and/or make phone calls to introduce yourself and invite families to your classroom in person or through a virtual tour.

Warmly greet children and families as they arrive in the classroom. Consider:

- Greeting children at eye level
- Calling children, family members, and staff by their preferred names as they arrive to the classroom
- Learning a few words, especially greetings, in families' home languages to welcome them into the classroom
- Using tools or resources to communicate with children based on their individual need and preferences (i.e., visual language learning cards for toddlers, children with developmental delays, Emergent Multilingual Learners, non-verbal and/or children that are shy)
- As children and families enter the program, interact with them about some activities and/or events they engaged in when they left the program the day before

Use family data to acknowledge and honor the beliefs, values, gender identity, and traditions of all children and families.

Spend a substantial portion of the beginning of the year supporting children learning the routines of the classroom community that will address their social emotional needs.

Ensure families/caregivers and teachers know each other's schedules for appointments to consult as learning partners.

Reinforce routines throughout the year, especially when children come back from long breaks, such as winter break and spring break.

B-5 Examples of Practice

Ensure that methods of communication support the linguistic, cultural, and social emotional needs of families/caregivers. These methods may include, but are not limited to:

- In-person conversations at arrival and dismissal
- Newsletters translated into families' home languages
- Phone calls
- Emails and/or texts
- Virtual meetings through platforms accessible to all families

Support all children to recognize themselves as unique individuals with abilities, feelings and interests by inviting children to:

- Explore self and others with mirrors
- Create self-portraits and all about me books
- Create and utilize feeling charts
- Create art expression to depict feelings
- Share books that celebrate diversity and interests of children and families
- Have on-going conversations on this topic
- Use positive tone when discussing/responding to children and families' unique characteristics

Provide children with time, space and trust to resolve their own challenges/problems, by using tools such as:

- Fun with Feelings cards
- Conflict resolution strategies that are tailored to the emotional and developmental needs of each child
- Designate a daily or weekly "support buddy" who helps peers with self-regulation and problem solving
- If needed, consult with NYCDOE Social Worker to acquire more strategies and options to pull from to calm and soothe

B-5 Examples of Practice

Make accommodations and modifications to ensure that all children participate meaningfully in the curriculum. Such supports may include, but are not limited to:

- Changing the physical/social environment, and time demands
- Adapting materials and activities
- Organizing for peer support and using specialized equipment
- Create barrier-free centers so that any child with special needs may participate more fully
- Facilitate small and large group lessons rather than whole group lessons

Work with related professionals as a team to implement the accommodations and modifications recommended on a child's IEP (Individualized Education Plan) or IFSP (Individualized Family Service Plan).

- Attend and participate in team meetings on a consistent basis
- Keep a communication tool between all learning partners to discuss and track children's development towards achieving identified goals

Additional examples may include...

Program teaching teams...

- 1.8 adopt culturally responsive instruction and family engagement practices, and encourage children to engage with culturally and linguistically diverse learning materials.

B-5 Examples of Practice

Ensure children's screenings and assessments are done in a culturally and linguistically appropriate manner by:

- Conducting observations of emergent multilingual learners (EMLL) in English and the child's home language by qualified multilingual staff
- Making notes of specific skills, even if the educator does not speak the child's home language, such as the child's ability to engage in conversation with others

Ensure the curriculum reflects the diversity of cultures, languages, family units, abilities and customs that exist within the classroom, and community. Some sample activities may include:

- Counting from 1-10 in one of the languages represented in the classroom (rotate the language to represent the diversity of the children in the classroom)
- Singing good morning songs in languages represented in the classroom, including sign language (rotate the songs to represent the diversity of the classroom community)
- Displaying children and staff family pictures in the classroom and have them share who is in their family

Ensure that books, dramatic play props, puppets, dolls, musical instruments and other classroom materials reflect the languages and cultures represented in the program and are non-stereotypical; images should reflect both historic and modern representations of various cultures.

Acknowledge and honor the beliefs, values and traditions of all children and their families. For example, extend meaningful experiences into the curriculum that may include:

- Inviting families to share favorite foods and recipes
- Inviting families to share traditional cultural songs, dances and instruments

Create collaborative activities that promote family engagement and sharing. These may include:

- Family artifact bag: includes family photos, recipes, and songbooks that can be shared in the classroom
- Family boxes: Families decorate a shoebox with photos and other items that are meaningful to them which can be displayed around the classroom
- Designating a bulletin board for children's family photos and family traditions

B-5 Examples of Practice

Provide opportunities for families to contribute to and participate in their children's learning experiences by extending learning beyond the classroom. Examples of these opportunities include, but are not limited to:

- Activities/events, field trips, home to school connections, in-classroom activities, and culminating celebrations at the end of classroom topics
- Supporting families' understanding of early childhood development
- Creating an effective communication system from home-to-school and school-to-home
- Improving recruitment, training, and schedules to involve families as volunteers and audiences at program activities and events
- Suggesting curriculum-related, hands-on, engaging activities families and children can do together

Additional examples may include...

Program teaching teams...

1.9 continually reflect on and seek to address the impacts of structural racism and implicit bias in the classroom.

B-5 Examples of Practice

Attend training sessions or workshops to gain understanding and strategies to support the needs of all children and families.

Reflect on your own implicit biases and the role they might play on your expectations for children, families, and other staff.

Examine how your cultures, experiences, and identities shape how you learn and teach.

Reflect on and reduce ways in which you may reinforce stereotypical attributes of children (e.g., clothing or appearance of girls, physical strength of boys, etc.)

Utilize storytelling as a strategy to encourage children to understand the perspectives of others. For example, use puppets, books, storyboards and role play.

Record families/caregivers telling stories in their home language and include them as part of the classroom's listening center/library.

Ensure authors/artists' works introduced in the classroom reflect/are representative of the classroom community.

Ensure books used in the classroom do not promote biases and stereotypes of a particular ethnic group, race, sex or identity.

Engage in reflective practices to evaluate how classroom activities and experiences meet children's needs and interests.

Maximize opportunities for children of different ethnicities, cultures, languages, and gender expressions to engage and play with one another by:

- Using conversations during center selection time to encourage children to be inclusive in their center
- Noticing children for their strengths in ways that can open the door for children to think of themselves and their classmates in new ways
- Using conversations during large groups, centers, mealtime, and gross motor activities to encourage children to be inclusive in their play

Additional examples may include...

Program teaching teams...

- 1.10** differentiate strategies and activities to meet the individualized needs of all children in the classroom, and provide opportunities for children to demonstrate learning in multiple ways.

B-5 Examples of Practice

Systematically review authentic assessment and screening data to identify trends to inform teaching practices in order to develop activities and strategies to address the needs of all children, and plan for individualized instruction.

Provide opportunities for children to engage in individual, small and whole group learning through a balance of student initiated and teacher facilitated activities.

Collaborate with families and related service providers (if applicable) to create developmental goals for children.

Ensure all children participate meaningfully in the curriculum and have multiple ways to demonstrate learning by:

- Encouraging conversations between and among children in English and their home language(s)
- Using children's questions and interests to shape content and conceptual learning
- Modifying the physical environment as needed
- Adapting materials to suit each child's individual needs
- Using specialized equipment to meet all children's needs
- Simplifying verbal directions and pairing them with visuals and/or gestures
- Pausing after asking questions to afford children more time to think and respond
- Adjusting time constraints/demands

Use regular observations of children in the dramatic play area to notice how they are making sense of their experiences, what they are learning in schools, at home and in the community.

Provide children with open-ended activities/materials that encourage problem solving, critical thinking, curiosity, inventiveness, and imagination.

- Use of recycled materials like buttons, yarns, crafts materials
- Use of natural materials like leaves, sticks, acorns
- Engage children in making materials for the classroom to facilitate their play

B-5 Examples of Practice

Support the continued development of the child's primary language(s) by:

- Encouraging children to communicate in their home language
- Learning words/phrases that are important to the child and family/caregiver(s)
- Providing tangible materials to encourage communication in English and home languages
- Labeling classroom materials in English and children's home language(s)
- Using self/parallel talk as a scaffold to include child in all classroom activities

Systematically review authentic assessment and screening data to identify trends to inform teaching practices in order to develop activities and strategies to address the needs of all children, and plan for individualized instruction.

Provide opportunities for children to engage in individual, small and whole group learning through a balance of student initiated and teacher facilitated activities.

Additional examples may include...

Program teaching teams...

1.11 collaborate with the program leadership team to connect all children and families to the services, resources, and support they need.

B-5 Examples of Practice

Work with your leadership team on supporting families in obtaining identified services. These services may include, but are not limited to:

- Healthcare
- Mental health and hygiene
- Inviting services providers to the classroom and initiating connections and relationships with families

Establish relationships with community schools and local agencies to connect families with additional resources and support networks.

Support children and families during transitions within program (e.g. staff changes, unexpected construction/maintenance, etc.) by:

- Notifying families in advance of changes
- Sharing contingency plans to minimize effects on children and families

Support all children and families during transitions to other educational settings by:

- Conducting transition to Preschool and/or Kindergarten workshops that include information on how to select the appropriate setting for their child
- Planning visits to preschools and kindergarten classrooms
- Providing support for preschool and/or kindergarten enrollment

Work with your leadership team on supporting families in obtaining identified services. These services may include, but are not limited to:

- Healthcare
- Mental health and hygiene
- Inviting services providers to the classroom and initiating connections and relationships with families

Additional examples may include...

2. High quality programs create safe and positive environments.

Program leadership teams and teaching teams create healthy, nurturing, and predictable environments for all children, families, and staff.

Program leadership teams...

(Examples: Directors, education directors, program directors, executive directors, board of directors, owners, principals, assistant principals, instructional coaches, mental health professionals, parent coordinators, family service coordinators)

- 2.1 establish, model, and reinforce expectations for respectful interactions and trusting relationships among children, families, and all staff.
- 2.2 provide all staff with appropriate training, resources, and ongoing support to develop children's social-emotional learning and promote positive behavior.
- 2.3 coordinate schedules to effectively meet the needs of children, families, and staff.
- 2.4 ensure all program spaces are safe and welcoming, and meet the needs of children, families, and staff.
- 2.5 equip program spaces with the appropriate quantity of high quality materials.
- 2.6 ensure successful monitoring and management of children's health, safety, and special education requirements in partnership with families.

Program teaching teams...

(Examples: Lead teachers, special education teachers, itinerant teachers, family workers/educators/advocates, co-teachers, assistant teachers, paraprofessionals)

- 2.7 model and build trusting relationships among children, families, and all staff.
- 2.8 build a foundation for children's social-emotional learning and use developmentally-appropriate strategies to promote positive behavior.
- 2.9 implement a consistent yet flexible schedule that meets young children's needs.
- 2.10 intentionally use each part of the day to support safe and healthy habits.
- 2.11 arrange classroom environment so that children have opportunities to interact with others and engage in independent activities.
- 2.12 partner with families and other staff to support monitoring and management of children's health, safety, and special education requirements.

Program leadership teams...

2.1 establish, model, and reinforce expectations for respectful interactions and trusting relationships among children, families, and all staff.

B-5 Examples of Practice

Warmly greet children, families and staff as they arrive at the program. Consider:

- Greeting children at eye level
- Calling children, family members, and staff by their preferred names as they arrive to the classroom
- Learning a few words, especially greetings, in families/caregivers' home languages to welcome them into the program
- As children enter the program, interacting with them about what they did from the time they left yesterday until the time they entered the program that day

Ensure program staff are present throughout the building and greet children, families, caregivers, and staff by their preferred names.

Provide training opportunities to ensure that all staff members are knowledgeable of how to appropriately greet children, families, and other staff in individualized, welcoming, culturally and linguistically responsive ways.

Treat all staff members with respect, acknowledging the contributions each staff member makes to the mission of the program/school community.

Allow and encourage families and caregivers to accompany children to and from the classroom during arrival and dismissal.

Work with all staff to develop arrival and dismissal protocols that are consistent and clear.

Where applicable, ensure that additional staff members are present during arrival and dismissal times in locations other than the classroom, including:

- Indoor yards
- Outdoor yards
- Cafeteria
- Auditorium

Provide training opportunities for staff on high-quality practices when interacting with children and families that include sensitivity to language and cultural norms, and how to address breaches in respect and trust when they occur.

B-5 Examples of Practice

Meet informally with families and staff on a regular basis throughout the school year (i.e., “open door” policy).

Support relationship building within teaching teams by scheduling regular team meetings.

Establish home-visiting practices for appropriate staff to get to know families in or outside of the program.

Warmly greet children, families and staff as they arrive at the program.

- Greet children at eye level
- Call children, family members, and staff by their preferred names as they arrive to the classroom
- Learn a few words, especially greetings, in families/caregivers’ home languages to welcome them into the program
- As children enter the program, interact with them about what they did from the time they left yesterday until the time they entered the program that day

Additional examples may include...

Program leadership teams...

- 2.2 provide all staff with the appropriate training, resources, and ongoing support to develop children’s social-emotional learning and promote positive behavior.

B-5 Examples of Practice

Frequently check in with teaching teams to ensure they have sufficient resources to support young children’s social-emotional development.

Provide examples of consistent, yet flexible, schedules and routines for young children.

For children in need of additional support, hold regular meetings with all staff who work with the child and their family/caregiver to discuss the child’s individual social-emotional development and next steps.

Provide training sessions to all staff on social-emotional development and strategies to respond to the needs of children. Some topics might include, but are not limited to:

- Building relationships through shared activities, matched affect, and social conversation
- Positive communication, including verbal and physical affection
- The importance of positive affect: smiling, laughter, enthusiasm
- Planning for positive behavior: powerful interactions
- How to build environments to promote positive behavior
- Modeling, attuning, and identifying feelings in the moment
- Building resilience in children and families

Offer training opportunities to staff on attachment theory and attuned caregiving (e.g., being aware of, and responsive to one another).

Offer training opportunities to staff on effects of trauma (including historical trauma), and toxic stress.

Offer training sessions and resources to staff on supporting their own resilience and wellbeing; self-care, how to ask for and engage with supports when encountering trauma.

Support staff’s incorporation of resources from training opportunities on social-emotional learning through regular observations and feedback sessions.

B-5 Examples of Practice

Support staff in embedding and including social-emotional practices throughout the day by reviewing and providing feedback on adult/child interactions and activity plans, and providing coaching and modeling opportunities.

Create and distribute staff surveys on professional learning needs related to social-emotional learning, and use feedback to inform future training opportunities/sessions.

Additional examples may include...



Program leadership teams...

2.3 coordinate schedules to effectively meet the needs of children, families, and staff.

B-5 Examples of Practice

Ensure that required adult-child ratios are maintained all day according to different settings and age groups.

Ensure children are engaged in developmentally-appropriate experiences throughout the day, including during staff planning, lunch, rest/nap, and break times.

Consider DECE's professional learning opportunities and needed areas of support before creating the program's professional learning schedule.

Create staff and family-facing program calendars that are distributed at the beginning of the school year and update as necessary throughout the year. Calendars may include, but should not be limited to:

- Holidays/vacation days
- Professional learning/in-service days
- Early dismissal days
- Family-teacher conferences
- Other family activities or events
- Authentic assessment checkpoints
- Make-up days

Clearly communicate arrival and drop-off times to families, including any before/after care opportunities through:

- Program/school website
- Family bulletin boards
- Newsletters
- Other program-home correspondences

B-5 Examples of Practice

Establish systems of professional communication with staff and families to ensure everyone is up-to-date in case of schedule changes (e.g. emergencies, program closures, field trips).

- Texts
- Newsletter
- E-mail
- Flyers
- Phone calls
- Website
- Social media
- Apps

Coordinate schedules across the program to ensure equitable use of shared spaces such as cafeterias, indoor and outdoor play spaces, and libraries; and update free spaces availability as needed.

Consider how a substantial portion of the day is met when coordinating schedules. Some examples include:

- 2 hours and 7 minutes for free play
- 47 minutes for gross motor play in a full day, without counting transition time

Support staff in creating consistent daily schedules, and in adjusting these schedules as appropriate based on factors such as children's interests, special events, activities, and weather.

Ensure that daily schedules are developmentally-appropriate, responsive to individual needs, and provide opportunities for children to access classroom materials and indoor and outdoor gross motor spaces.

Provide all teaching teams with sufficient and dedicated time and space to regularly meet and plan together.

Create and implement substitute coverage plans to ensure daily schedules can be followed during scheduled and unscheduled staff absences.

B-5 Examples of Practice

Schedule family events and provide opportunities for families/caregivers to visit the program based on their availability. Some examples of events include, but are not limited to:

- Joining classroom celebrations for classroom topics/project-based inquiry work
- Reading to the class as a guest reader
- Sharing their expertise (career, family traditions), and being interviewed by children
- Joining cooking and other hands-on activities

When developing staffing plans, promote continuity of care by staffing classrooms consistently so staff and children can develop secure attachments and provide consistency in staff that interact with each family.

Additional examples may include...

Program leadership teams...

2.4 ensure all program spaces are safe and welcoming, and meet the needs of children, families, and staff.

3/4s Examples of Practice	I/Ts Examples of Practice
Display identifying signage for the program and the kinds of services it provides (e.g., Pre-K for All, 3-K for All, Head Start, Early Head Start).	
Ensure that all program entrances/exits are maintained, including the regular removal of: <ul style="list-style-type: none">• Snow• Ice• Litter• Bagged garbage• Strong odors• Smoking debris• Hazardous materials• Excess furniture• Obstructions	
Ensure that all program entrances/exits are secured and monitored, and that there is a consistent process for visitors signing into the building.	
Ensure all program spaces are well lit, and there is adequate ventilation.	
Ensure all program spaces are physically accessible to all individuals, including those with special needs.	
Offer gender-neutral restrooms for children, families, and staff.	
Provide dedicated space for stroller parking.	
Ensure that all program common areas and classrooms are clearly marked (e.g., signs, labels, room numbers, and teachers' names).	
Ensure that all program common areas and classrooms are cleaned on at least a daily basis and are free of any health and safety hazards.	

3/4s Examples of Practice	I/Ts Examples of Practice
Display welcome signs and informational resources throughout the program that are reflective of languages and cultures predominantly represented in the program community.	
Display photos of current children, families/caregivers, and staff throughout the program.	
Provide changing tables/areas to families/caregivers.	
Ensure all play areas are accessible to children with special needs.	
Ensure room arrangement allows staff to see all children at a glance.	
Strategically position staff based on the physical arrangement of the building to ensure children and families are safe and welcomed. (e.g., directing traffic, monitoring stairwells, and zoned supervision on the playground).	
Provide a comfortable and private space option for families and staff to nurse or feed their child and ensure they are aware of the space.	
<p>Create a dedicated space in the building for families/caregivers to use (e.g., family resource center, family room) that may include:</p> <ul style="list-style-type: none"> • Family-friendly spaces with pictures and materials that affirm and welcome all families • A lending library of educational toys, games, and materials for children and families • Materials, information, and resources designed to improve the quality of family life and/or support children’s learning and development 	
Partner with and ensure staff has ample time for room arrangement over the course of the year.	
	Ensure program has protocols for the proper storage and handling of breast milk, and supports staff on following the recommended guidelines.
	Provide a changing table inside the classroom that is accessible and convenient for staff to use, and allows staff to see and monitor all children.
Additional examples may include...	

Program leadership teams...

2.5 equip program spaces with the appropriate quantity of high quality materials.

3/4s Examples of Practice	I/Ts Examples of Practice
<p>Ensure that all classrooms have access to the same quality and quantity of furniture and materials, including but not limited to:</p> <ul style="list-style-type: none"> • Individual cubbies or storage units • Individual cots/mats • Age appropriate/child-sized tables and chairs • Low and open shelves for children to access and store materials • Dramatic play furniture for dramatic play such as a child-sized sink, stove, fridge, and crib for dolls • Sand/water table(s) • Comfortable adult-sized furniture 	<p>Ensure that all classrooms have access to the same quality and quantity of furniture and materials, including but not limited to:</p> <ul style="list-style-type: none"> • Individual cubbies or storage units • Crib for each infant • Individual cots/mats for toddlers • Furniture for routine care (e.g., high chairs for infants, chairs where feet can touch the floor for toddlers, diapering table) • Low and open shelves for learning materials • Comfortable adult-sized furniture
<p>Provide comfortable furniture with back support for teaching teams and families to use during routine care.</p>	
<p>Equip classrooms with developmentally appropriate materials in each of the following categories:</p> <ul style="list-style-type: none"> • Books • Early literacy materials • Math and manipulative materials • Art materials • Music and movement materials • Blocks and accessories • Dramatic play materials • Nature and science materials 	<p>Equip classrooms with developmentally appropriate materials in each of the following categories:</p> <ul style="list-style-type: none"> • A wide selection and quantity of appropriate infant/toddler books • Early literacy materials • Manipulative materials • Art materials • Music and movement materials • Blocks and accessories • Dramatic play materials • Nature and science materials

3/4s Examples of Practice

Provide classroom materials that are many and varied across developmental levels and cognitive ability within each category, including but not limited to:

- Puzzles that vary in difficulty
- Paint brushes of varying size
- Varying size holes lacing beads
- Pencils, crayons and markers of various widths
- Interlocking blocks of varying size

I/Ts Examples of Practice

Provide classroom materials that are many and varied across developmental levels and cognitive ability within each category, including but not limited to:

- **Infants:**
 - Manipulatives: busy boxes, nested cups, containers to fill and dump, textured toys
 - Dramatic play: soft dolls, soft animals, pots and pans, toy telephones, small people figures, toy foods, toy animal figures, toy vehicles, hats, purses
- **Toddlers:**
 - Manipulatives: shape sorting games, large stringing beads, big pegs with peg boards, simple puzzles, pop beads, stacking rings, nesting toys, Medium or large interlocking blocks
 - Dramatic play: dress-up clothing, toys to support exploration of careers and community helpers, child-sized house furniture, cooking/eating equipment (e.g., pots and pans, dishes, cups, play foods), dolls, doll furnishing, soft animals, toy telephones, small people figures, toy vehicles
- **For both age groups:**
 - Crayons, watercolors, markers, brush and finger paints, playdough, and collage materials of different textures
 - Drums, xylophones, and rhythm instruments such as triangles, maracas, wrist bells, castanets, cymbals
 - Books: sturdy vinyl, cloth, or hard-page books with pictures and illustrations

3/4s Examples of Practice	I/Ts Examples of Practice
<p>Ensure that children have access to age-appropriate gross motor equipment in working condition, including but not limited to:</p> <ul style="list-style-type: none"> • Climbing equipment that is not greater than 60 inches • Access ramps • Single file step ladders • Non-metal slides no greater than 60 inches • Spiral slides up to 360 degrees • Balance beams up to 12 inches • Small riding toys 	<p>Ensure that children have access to age-appropriate gross motor equipment in working condition, including but not limited to:</p> <ul style="list-style-type: none"> • Infants: <ul style="list-style-type: none"> – Outdoor pad or blanket – Crib/cradle gym for younger infants – Push toys grasping toys to reach for or shake balls ramps for crawling – Tunnels • Toddlers: <ul style="list-style-type: none"> – Riding toys without pedals – Small riding toys with pedals – Large push-pull wheeled toys, balls and beanbags – Climbing equipment – Slide cushions or rugs for tumbling – Tunnels – Large cardboard boxes – Low balance beam – Small tricycles
<p>Ensure that the program budget is inclusive of all materials needed for classroom centers and interest areas, self-care/ health and safety supplies, as well as program common areas.</p>	
<p>Provide staff with access to printing/copying, functional audio-visual equipment, and internet access.</p>	
<p>Provide each classroom with an extra change of clothes, diapers, wipes.</p>	
<p>Ensure ample and easily accessible furniture for routine care and play that suits the age and ability of children enrolled.</p>	

3/4s Examples of Practice	I/Ts Examples of Practice
<p>Provide materials for cleaning and sanitizing toys, materials, and surfaces. These include, but are not limited to:</p> <ul style="list-style-type: none"> • Paper towels • Soap and water mixture for washing and cleaning • Bleach and water solution to sanitize 	
<p>Ensure teachers arrange the learning environment with ample and varied materials that encourage learning across developmental domains.</p>	
	<p>Provide diapers, wipes, diaper cream, and other materials necessary for changing infants and toddlers.</p>
	<p>Provide bottle warmers or materials for warming breast milk or formula.</p>
<p>Additional examples may include...</p>	

Program leadership teams...

2.6 ensure successful monitoring and management of children’s health, safety, and special education requirements in partnership with families.

3/4s Examples of Practice	I/Ts Examples of Practice
<p>Implement and monitor protocols that prevent and respond to health issues such as illness and spread of contagious diseases; regularly review these procedures and update as needed based on DOHMH regulations, including but not limited to:</p> <ul style="list-style-type: none"> • Separate personal belongings by providing individual cubbies or storage spaces • Providing individual storage spaces for linens used for the rest/nap and personal care routines • Maintaining sanitary conditions within cubbies and storage spaces to avoid spread of lice and other pathogens by ensuring that one child’s personal items and linens do not touch another child’s items • Requiring two linens; one to cover the surface of the cot and one for the child to use as a cover • Ensuring that staff and children wash hands when they become visibly soiled, before and after water play, after playing with moist materials like playdough, after messy play such as painting, after touching contaminated objects, and upon entry and re-entry into the classroom • Maintaining sanitary conditions while diapering and toileting • Referring to guidance re: building independence in hygiene routines • Serving fresh and nutritious foods • Children’s developing allergies • Ensuring basic sanitary procedures for cleaning and disinfecting surfaces and toys • Monitoring use of safe cleaning products used in all program spaces, taking into consideration, potential allergens and sensitive skin • Ensuring adequate storage of all “keep out-of-reach” labeled items, such as cleaning products, and staff’s personal items inside locked cabinets 	<p>Implement and monitor protocols that prevent and respond to health issues such as illness and spread of contagious diseases; regularly review these procedures and update as needed based on DOHMH regulations, including but not limited to:</p> <ul style="list-style-type: none"> • Safe individual sleeping practices in cribs for infants (no covers, bedding, other objects; no napping in shared spaces (e.g., strollers, high chairs, car seats, tables); guidance around moving from a crib to a cot (e.g., 18 months) • Ensuring proper handwashing (being sensitive with very young infants who do not have the head and body control) • Maintaining sanitary conditions while diapering and toileting • Refer to guidance re: building independence in hygiene routines • Serving fresh and nutritious foods • Ensuring basic sanitary procedures for cleaning and disinfecting surfaces and toys • Children’s developing allergies • Monitoring use of safe cleaning products used in all program spaces, taking into consideration, potential allergens and sensitive skin • Ensuring adequate storage of all “keep out-of-reach” labeled items, such as cleaning products, and staff’s personal items inside locked cabinets

3/4s Examples of Practice

I/Ts Examples of Practice

Ensure that protocols for sanitary procedures (handwashing, sanitizing tables, diapering) are posted and followed, and a system is in place for teachers to monitor their own practice.

Develop a daily self-monitoring routine to ensure program spaces are free of hazardous materials. Including, but not limited to:

- Building exterior and interior are free of unsafe or unhealthy conditions
- All floor plans and fire exits are appropriately marked
- All program spaces are clean and clear of debris
- All electrical wires are safely hidden, and electrical outlets are covered
- Covers and pads as applicable are on all pipes, radiators and columns
- Ceiling and walls are free of stains or peeling paints
- Program spaces are free of odors
- Indoor spaces are of a comfortable temperature have adequate ventilation, lighting, and temperature settings
- Furniture and materials are in a state of good repair

Ensure facilities are ADA (Americans with Disabilities Act) compliant.

Create a safety plan, including age-specific protocols, and communicate details to staff and families.

Partner with all providers who work with children in the program (e.g., SEITs, early intervention therapists, speech therapists, physical therapists, occupational therapists) in order to:

- Ensure providers have appropriate space
- Coordinate schedules with providers, and communicate any changes in schedule
- Complete weekly reviews of provider communication logs

Regularly support staff with addressing goals in children's Individualized Education Programs (IEPs), Individualized Family Service Plans (IFSPs), and 504 Plans. This may include:

- Supporting staff with writing referrals/recommendation letters for individual children
- Ensuring staff understand and implement goals for children
- Ensuring that staff meet or speak regularly to providers and families/caregivers about recommended goals for children

3/4s Examples of Practice	I/Ts Examples of Practice
Collaborate with providers to support families/caregivers in understanding their child’s individualized goals and accommodations and progress toward those goals.	
Support families in navigating Early Intervention (EI), Committee on Preschool Special Education (CPSE), and Committee on Special Education (CSE) processes.	
Ensure that information is gathered from families/caregivers about children’s individual health and dietary needs.	
At arrival/drop-off, ensure information is gathered from families/caregivers regarding children’s overall state of health and emotional well-being.	At drop off ensure information is gathered from families regarding children’s last feeding, sleeping, and overall state of health and emotional well-being.
Partner with families to create and implement emergency response plans for children with special medical conditions, and ensure all program staff understand how to implement these plans.	
Provide staff with time and resources to obtain appropriate medical and emergency response training, including but not limited to: <ul style="list-style-type: none"> • First Aid • CPR and Infant CPR • Medication Administration • Contagious Diseases 	
Regularly review and update children’s emergency contact cards and information.	
Provide storage for children’s emergency contact information that is accessible and can be easily carried, such as in an emergency backpack near the classroom doorway.	
Ensure that food being served meets nutritional guidelines, served in appropriate sizes/quantities/texture, and accommodates dietary restrictions, allergies, and family food preferences (e.g., vegetarian).	
Partner with families to create and implement emergency response plans for children with special medical conditions, and ensure all program staff understand how to implement these plans.	

3/4s Examples of Practice	I/Ts Examples of Practice
Actively teach self-help skills as children are ready (e.g., teach children to serve themselves food, teach children to use safety scissors, etc.)	Actively teach self-help skills as children are ready (e.g., provide some finger foods for older babies; teach children to use spoon and fork, etc.)
Additional examples may include...	

Program teaching teams...

2.7 model and build trusting relationships among children, families, and all staff.

3/4s Examples of Practice	I/Ts Examples of Practice
Prior to the beginning of the year, send home postcards, letters, emails and/or make phone calls to introduce the teaching team and invite families/ caregivers to visit the classrooms.	
Warmly greet children and families/caregivers in their home language(s) as they arrive in the classroom. <ul style="list-style-type: none">• Greet children at eye level• Speak with a warm tone and positive affect• Call children, families/caregivers, and staff by their preferred names as they arrive to the classroom• Learn a few words, especially greetings, in children's home language(s) to welcome them into the classroom• As children enter the classroom, interact with them about what they did from the time they left yesterday until the time they entered the classroom that day	
Appreciate each child and family through positive interactions that allow children and families to feel seen, known, welcomed, valued, and supported.	
Give families/caregivers the opportunity to drop off, pick up, and observe/visit children in the classroom.	
Support families/caregivers through separation anxiety by: <ul style="list-style-type: none">• Encouraging them to spend a few minutes engaging with their child in the classroom upon arrival• Having photographs of their families displayed at the child's eye-level• Supporting family members/caregivers through a departure process where they say good-bye to their child and leave without lingering• Being responsive and supportive if a child needs to keep a transitional object with them throughout the day	

3/4s Examples of Practice	I/Ts Examples of Practice
<p>Develop and sustain different means of communication to ensure that all families can be reached in their preferred language and are aware of what is taking place in the classroom and with individual children, including but not limited to:</p> <ul style="list-style-type: none"> • Emails • Text messages • Telephone calls • Newsletters • Website • Communication Platforms (ClassDojo, Parent Square, Zoom, etc.) 	
<p>Prior to the first day of school and ongoing throughout the year, set up time to informally meet with co-teachers, paraprofessionals, custodial staff, cooks and other staff who work in the classroom.</p>	
<p>To create a positive climate in the classroom:</p> <ul style="list-style-type: none"> • Laugh, smile, and show enthusiasm • Use verbal as well as physical affection • Use respectful language • Make eye contact, and use a warm and calm voice • Engage in social conversation with all children 	<p>To create a positive and relational environment in the classroom:</p> <ul style="list-style-type: none"> • Laugh, smile, and show enjoyment • Display positive affect and affection • Use calm/respectful language and gentle touch • Prepare infants and toddlers for what is about to happen • Support toddlers to play and interact with each other
<p>Develop a secure attachment with children through interactions that are Respectful, Responsive, and Reciprocal (Three-R Interactions).</p> <ul style="list-style-type: none"> • Respectful interactions consider and value the child’s perspective • Responsive interactions meet the physical and emotional needs of the child in a timely manner • Reciprocal interactions are a series of back-and-forth exchanges in which the caregiver and child respond to each other in a sustained dialogue 	
<p>Use actions and self-talk to model cooperation, generosity, empathy, and being able to take another’s perspective, while being mindful that these are developing skills in children.</p>	<p>Use actions and self-talk to model cooperation, generosity, empathy, and being able to take another’s perspective, while being mindful that these are developing skills in infants and toddlers.</p>

3/4s Examples of Practice	I/Ts Examples of Practice
<p>Support families through separation anxiety by:</p> <ul style="list-style-type: none"> • Encouraging families to spend a few minutes engaging with their child in the caregiving room upon arrival • Having photographs of their families displayed at the child’s eye-level • Supporting family members/caregivers through a departure process where they say good-bye to their child and leave without lingering • Being responsive and supportive if a child needs to keep a transitional object with them throughout the day 	
	<p>Be present and aware- consistently in proximity to infants/toddlers to engage or respond to bids for engagement.</p>
	<p>Initiate interactions with infants/toddlers, while also giving children ample space to explore on their own and come back when they need to.</p>
	<p>Understand and respond to infant/toddler cues- match responses to the child’s needs/temperament.</p>
	<p>Provide comfort in an individualized, understanding, and soothing way.</p>
	<p>Provide just enough stimulation and “read” the infant’s cues to ensure they are not getting overstimulated.</p>
<p>Additional examples may include...</p>	

Program teaching teams...

2.8 build a foundation for children's social-emotional learning and use developmentally-appropriate strategies to promote positive behavior.

3/4s Examples of Practice	I/Ts Examples of Practice
<p>Model respectful, and caring interactions with all children by:</p> <ul style="list-style-type: none">• Making eye contact, as appropriate, when speaking to children• Using a warm and calm tone• Using respectful language such as, "please," "thank you," and "you are welcome"• Referring to children by their preferred names• Communicating transitions and/or changes• Encouraging children to cooperate and share• Initiating interactions with children who do not request attention, not just with those who do	<p>Model respectful, and caring interactions with all children by:</p> <ul style="list-style-type: none">• Making eye contact, as appropriate, when speaking to children• Using a warm and calm tone• Using respectful language such as, "please," "thank you," and "you are welcome"• Referring to children by their preferred names• Using gentle touch such as a hug, a hand on the shoulder or back, holding hands, and matching affect• Communicating intentions, transitions, and/or changes in the form of clearly stated, brief/concise sentences• Initiating interactions with children who do not request attention, not just with those who do• Initiating conversations throughout the day with all children and use self and parallel- talk to support children who may be shy, are adjusting to the environment, are Emergent Multilingual Learners, and children with disabilities
<p>At the beginning of the year, encourage children to participate in creating a set of expectations for behavior in the classroom; refer back to the document throughout the year to maintain consistent expectations or make adjustments as needed.</p>	

3/4s Examples of Practice

I/Ts Examples of Practice

Over the course of the year, remain consistent about classroom expectations and positive behavior guidance by using both verbal and visual cues.

Verbal cues may include:

- Verbal reminders of transitions
- Songs that cue transitions
- Verbal reminders of where the class is in regard to the flow of the day
- Behavioral expectations (e.g., “show me walking feet”)

Visual cues may include:

- Pictures
- Visual prompts
- Visual schedule placed at children’s eye level

Offer choices to allow children to self-regulate, such as choosing which toys to put away or where to sit at the lunch table.

Display and consistently incorporate materials that promote empathy and awareness of the emotions of others, such as posters, charts, puppets, books, and dolls.

Ensure photographs of children in the classroom, their families, pets, or other familiar faces are displayed at the child’s eye level throughout the year to promote a feeling of belonging and community for all children.

Create a private space in the classroom with a substantial amount of softness (e.g., cozy area) that is easily accessible to children throughout the day, and visible from all areas of the room to ensure easy visual scanning.

3/4s Examples of Practice	I/Ts Examples of Practice
<p>Ensure cozy area includes objects for comfort that include but are not limited to:</p> <ul style="list-style-type: none"> • Pillows • Tissues • Stuffed animals • Sensory balls • Mirrors • Feelings charts • Fun with Feelings cards • Books about feelings • Pictures of children’s families • A music player 	
<p>Model and provide opportunities for children to acknowledge their feelings and the feelings of others. Some opportunities might include, but are not limited to:</p> <ul style="list-style-type: none"> • Interactive emotions chart/feelings tool • Playing with Fun with Feelings Cards • Labeling emotions that children seem to be experiencing • Reading books about emotions, and have them available in the cozy area or library • Using puppets • Role play how children might attend to their peers’ emotions 	
<p>Engage children in problem-solving discussions regularly and establish the expectation that children speak with each other to resolve conflicts.</p>	

3/4s Examples of Practice	I/Ts Examples of Practice
<p>Provide visual aids such as problem solving strategy cards. These might include:</p> <ul style="list-style-type: none"> • Taking turns • Setting a timer • Asking peers or teacher for support 	
<p>Use various strategies to support students to express their feelings:</p> <ul style="list-style-type: none"> • Model talking about feelings • Engage students in conversations about feelings consistently • Provide props such as puppets, picture, and books 	
<p>Integrate social emotional learning opportunities throughout the day and in all classroom activities and content areas.</p>	
	<p>Remain close, at the child’s level and engage in back and forth conversations with all children (ex. Imitate infant sounds in a back and forth “conversation,” leave time for toddlers to respond to questions).</p>
<p>Additional examples may include...</p>	

Program teaching teams...

2.9 implement a consistent yet flexible schedule that meets young children’s needs.

3/4s Examples of Practice	I/Ts Examples of Practice
<p>Develop a daily schedule that is responsive to all children’s needs and includes opportunities for individual, small, and whole group learning allowing a balance between child and adult-initiated activities.</p>	<p>Develop a daily schedule that is responsive to the children’s needs.</p>
<p>Post daily schedule with pictures, where it can be easily seen by children, families/caregivers, and other staff.</p>	
<p>Maintain adult-child ratios at all times throughout the day in the classroom, routine areas, and play spaces, including:</p> <ul style="list-style-type: none"> • Communicating with office personnel if a staff member must leave the classroom for an extended amount of time • Supervising areas used by children that are not in the classroom such as the bathroom, water fountains, and personal storage spaces 	
<p>Include time in the daily schedule for children to transition from one activity to the other, using strategies such as:</p> <ul style="list-style-type: none"> • Reviewing schedule during morning meeting • Providing a 3- to 5-minute warning before each transition • Ensuring that children are prepared by providing multiple reminders prior to transition • Using songs/rhymes to support children during the transition • Allowing plenty of time so children are not rushed and have plenty of time to prepare and travel (when appropriate) • Allowing children to carry transitional objects during the transition 	<p>Include time in the daily schedule for children to transition from one activity to the other, using strategies such as:</p> <ul style="list-style-type: none"> • Ensuring that children are prepared for the transition by informing and reminding them of the next activity • Giving older toddlers a choice in how to begin the transition “It’s time to clean up for lunch, should we begin by cleaning up the blocks or the books?” • Keeping in mind that due to I/T’s understanding of time, multiple reminders can be confusing and could be tuned out or cause anxiety depending on the child’s temperament and/or degree of attachment • Using song/rhyme to help children during the transition • Including pictures to talk about what immediately follows, and what activity comes next • Allowing plenty of time so children are not rushed and have enough time to prepare and travel (when appropriate) • Allowing children to carry transitional objects during the transition

3/4s Examples of Practice	I/Ts Examples of Practice
Adjust daily schedule in response to special events and activities, and weather.	
Modify the activities in the daily schedule to support the needs of individual children with IFSPs-IEPs or in inclusion classrooms, such as: <ul style="list-style-type: none"> • Being aware of triggers such as noise levels and sensory stimulation, and adjusting accordingly • Adjusting tasks depending on children’s level of interest, ability and focus • Providing individual portable schedules with pictures, for children who are challenged with transitions to support with understanding the flow of the day 	
Provide free play opportunities in which children select their areas and materials for play both indoors and outdoors.	Provide free play opportunities, and support children select their areas and materials for play both indoors and outdoors.
Allow children to complete some routines individually and based on individual needs, such as toileting, nap, and eating meals.	Allow toddlers to complete some tasks on their own, such as putting toys away, take their shoes off and place them in their cubbies.
Prepare substitute materials in case of planned and unplanned absences, including an overview of the daily schedule and classroom activities.	
Additional examples may include...	

Program teaching teams...

2.10 intentionally use each part of the day to support safe and healthy habits.

3/4s Examples of Practice	I/Ts Examples of Practice
Intentionally plan adequate gross motor activities for children (minimum of 60 minutes per day), including indoor options in cases of inclement weather.	Intentionally plan adequate gross motor activities for children (minimum of 20 minutes per day), including indoor options for infants, and in cases of inclement weather.
Display posters and pictures at children’s eye level that model steps to procedures that minimize the spread of contagious illnesses, such as handwashing and use of tissues.	
<p>Promote children’s learning during meal times, by:</p> <ul style="list-style-type: none"> • Sitting with children • Promoting social interactions among children • Encouraging and modeling self-help skills such as opening milk cartons, holding utensils, and cleaning up • Engaging in social conversations • Supporting peer to peer conversations 	
<p>Model and encourage healthy eating habits, by:</p> <ul style="list-style-type: none"> • Showing enthusiasm for trying new foods • Using descriptive language when referring to foods and if possible relating it to curriculum • Eating the meals and snacks served by the program alongside students • Engaging in group meal preparation activities 	
Provide a consistent time (at least 45 minutes) and environment conducive for children to nap and rest, and provide quiet activities for children who do not wish to nap.	Ensure nap schedule meets the needs of all children (e.g., flexible nap time for tired toddler; individual schedule and personalized procedures for each infant).
Support children in acquiring developmentally appropriate self-help skills, including toileting and handwashing.	

3/4s Examples of Practice

I/Ts Examples of Practice

Ensure interactions during health and safety related routines are positive and respectful of children (e.g., teachers explain what is happening before and during routine care).

Additional examples may include...

Program teaching teams...

2.11 arrange classroom environment so that children have opportunities to interact with others and engage in independent activities.

3/4s Examples of Practice	I/Ts Examples of Practice
Arrange classroom furniture with enough space to facilitate routines and play. <ul style="list-style-type: none">• Walking space between shelves and tables• Chairs are separated while children sit and children do not touch• Cribs/Cots have walking space between them	
Arrange classroom furniture so that children are easily seen as they work and play in centers/interest areas, avoiding “blind spots” where children can hide due to the height and/or location of the furniture, including, but not limited to: <ul style="list-style-type: none">• High storage shelves• L-shaped placement of shelves that create a cornered space where the shelves meet	
Ensure that there are adequate materials accessible to children in all centers/interest areas, and proactively communicate to program leadership about material needs.	
Ensure all materials are age and developmentally appropriate and do not represent a choking hazard.	
Label all material storage bins and shelves with pictures and words to promote self-help skills.	
Ensure that materials are in open bins or can easily be opened by children.	
Ensure that storage shelves are low and are at a storage height that is and accessible to all children.	
Create dedicated spaces for only one or two children to play without interruption from peers.	
	Ensure that non-mobile infants have access to a wide variety of learning materials by bringing the materials to the infant or moving the infant around to the various play areas.

3/4s Examples of Practice

I/Ts Examples of Practice

Create YES spaces

In a "YES" environment: The environment is safety proofed and adults are ready to supervise (zoning). When this is done, there should be very little need to say "NO."

- Adults can see and help children at all times
- There are open traffic lanes between areas
- Children with special needs, who use equipment, have room to move about and can access all the areas
- Materials and furniture are stable
- The space is safe for children to move around and explore
- There is space to be active
- Areas for quiet and active play are separated
- Safe, child-sized furniture
- Areas are not overcrowded- there is enough space for the number of adults/children that play in each area

Reflect on the environment by frequently asking:

- Are there enough materials?
- Are the materials engaging for the child?
- How often should I rotate materials?
- Do the materials support social interactions?
- Do the materials encourage children to actively manipulate and explore?

Additional examples may include...

Program teaching teams...

2.12 partner with families and other staff to support monitoring and management of children’s health, safety, and special education requirements.

3/4s Examples of Practice	I/Ts Examples of Practice
Develop and maintain a daily form of communication with families about the specific needs of children with Individualized Education Programs (IEPs).	Develop and maintain a daily form of communication with families about the specific needs of children with Individualized Family Service Plans (IFSP).
<p>Follow a daily self-monitoring routine to ensure program spaces are free of hazardous materials. Including, but not limited to:</p> <ul style="list-style-type: none"> • Building exterior and interior are free of unsafe or unhealthy conditions • All program spaces are clean and free of odors, debris, and hazardous • Ceiling and walls are free of stains, mold, lead, and peeling paint • Covers and pads as applicable are on all pipes, radiators and columns • All electrical wires are safely hidden, and electrical outlets are covered • Indoor spaces are of a comfortable temperature have adequate ventilation, lighting, and temperature settings • Furniture and materials are in a state of good repair 	
Communicate regularly with providers (e.g., SEITs, speech therapists, physical therapists, occupational therapists) and discuss the development of the child and possible next steps for classroom support.	
Attend IEP meetings and provide classroom modifications in response to children’s IEP goals.	Attend IFSP meetings and provide classroom modifications in response to children’s IFSP goals.
Regularly communicate with families/caregivers and providers about suggested goals for the child based on classroom observations.	
Conduct ongoing assessments that are reflective of staff’s IEP modifications that show the child’s development in the classroom.	Conduct ongoing assessments that are reflective of staff’s IFSP modifications that show the child’s development in the classroom.
Fill out a food log daily to ensure proper documentation of meals provided to all children, and share with family and caregivers.	
Fill out a food substitution log daily to ensure proper documentation of meals provided to children with allergies and/or dietary restrictions.	

3/4s Examples of Practice	I/Ts Examples of Practice
Document incidents and communicate details of the report to proper administrative staff.	
Regularly communicate with the leadership team to review and update children’s emergency contact cards and information.	
Carry children’s emergency contact information, along with other necessary items as per your program’s safety plans and General Response Protocols, when leaving the schooling building for: <ul data-bbox="205 475 525 646" style="list-style-type: none">• Neighborhood walks• Trips• Emergency evacuations• Practice drills	
Additional examples may include...	

3. High quality programs advance play-based learning and responsive instruction.

Program leadership teams and teaching teams engage children in a variety of play-based and developmentally appropriate learning experiences, and ensure that instruction is based on children’s individual strengths, interests, and needs.

Program leadership teams...

(Examples: Directors, education directors, program directors, executive directors, board of directors, owners, principals, assistant principals, instructional coaches, mental health professionals, parent coordinators, family service coordinators)

- 3.1 establish, model, and reinforce a play-based approach to learning and inquiry.
- 3.2 provide teaching teams with appropriate training, resources, and ongoing support to implement age-appropriate research-based curricula.
- 3.3 ensure teaching teams have appropriate training, materials, and time to implement valid and reliable screening and assessment tools to inform instruction.
- 3.4 support teaching teams in a continuous cycle of collecting and analyzing data, including authentic assessment data, to inform practice.
- 3.5 ensure teaching teams have consistent and intentional opportunities to reflect and plan collaboratively within and across classrooms.

Program teaching teams...

(Examples: Lead teachers, special education teachers, itinerant teachers, family workers/educators/advocates, co-teachers, assistant teachers, paraprofessionals)

- 3.6 facilitate play-based learning and inquiry.
- 3.7 use an age-appropriate research-based curriculum to support children’s learning across all areas of development.
- 3.8 extend children’s thinking and communication skills through intentional interactions.
- 3.9 implement a continuous cycle of collecting, analyzing, and using data:
 - **collect data** about children’s knowledge, skills, and interests through observations of and interactions with children and families
 - **analyze data** to understand how children are developing and learning along a continuum, using a research-based authentic assessment system
 - **use data to inform** practice that supports all children’s growth along a continuum
- 3.10 regularly collaborate with other staff within and across classrooms to reflect and plan for instruction.

Program leadership teams...

3.1 establish, model, and reinforce a play-based approach to learning and inquiry.

B-5 Examples of Practice

Include play-based learning in the program's mission/vision statement.

Deepen your own and teaching teams' understanding of child development and the continuum of learning in all domains.

Develop and manage building schedules so that all classrooms implement a schedule that:

- Devotes at least one-third of the total program hours that children are in attendance to center-based play
- Devotes one-eighth of the program hours to gross motor play each day

Ensure that all classrooms are intentionally designed to include a variety of learning centers/interest areas that invite children to engage in play. These centers/interest areas might include:

- Art Center
- Blocks/Construction Center
- Cozy Corner
- Dramatic Play Center
- Math/Manipulatives Center
- Science Center
- Sand and Water/Sensory Center
- Writing Center

Ensure that materials are rotated regularly based on the current unit of study.

Ensure all materials are labeled with an image and the name of the item.

B-5 Examples of Practice

Ensure that all classrooms include a variety of open-ended, hands-on materials. These may include, but are not limited to:

- Writing Center: clip boards, writing utensils such as different sized pencils/colored pencils/markers/different sized crayons, different types of paper, stamps, white boards, mini chalkboards, chalk, stickers, and different types of scissors
- Dramatic Play center: dolls, dress up clothes, fabric pieces, doll furniture, doll clothes, kitchen furniture, housekeeping materials, pretend food, assorted loose parts, kitchen utensils, pots and pans
- Block/Construction Center: at least 2 categories of blocks, people, animals, cars, natural materials, large tubes, empty paper towel tubes, and assorted loose parts
- Art Center: three-dimensional collage materials, an easel, scissors, tape, paint, various brushes, playdough and playdough tools, and sponge painters, and assorted loose parts
- Math/Manipulatives Center: a variety of puzzles, matching games, matching numbers, nesting cups, counters, beads and pattern beads, measuring cups and spoons, pegboards, rulers and tape measures, games, geoboards, unit blocks, pattern cards, magnetic shapes, magnetic, number lacing cards, and assorted loose parts
- Science Center: at least 3 collections of natural objects such as seashells, pine cones, leaves, rocks, wood, magnifying glasses, living things like plants and/or a pet, and assorted loose parts
- Cozy Corner: stuffed animals, soft pillows, a rug, puppets, sensory toys such as squishy balls, sensory balls, beanbag chairs or other soft chairs
- Sensory Center: sand table/water table, a variety of tools for scooping and pouring, water wheels, sifters, cylinders, toy animals, boats or counters, and assorted loose parts

Review and provide feedback on lesson plans to support teaching teams in providing active, play-based learning opportunities that include:

- Child-initiated free play that is fun, flexible, and voluntary
- Teacher initiated play that is intentionally planned to reinforce targeted skills
- Invitations to engage in critical thinking and inquiry
- Using open-ended materials
- Differentiated activities based on children's needs

Support the implementation of guided play by visiting classroom(s), joining children's play and piggybacking on children's joy and engagement through spontaneous and planned activities.

B-5 Examples of Practice

Additional examples may include...



Program leadership teams...

3.2 provide teaching teams with appropriate training, resources, and ongoing support to implement Age-appropriate research-based curricula.

B-5 Examples of Practice

Use concepts based on the New York State Prekindergarten Learning Standards (NYSPLS) and/or the Early Learning Outcomes Framework (ELOF).

Provide all teaching teams a research-based curriculum that is interdisciplinary and addresses all domains of the PKFCC/ELOF, and includes a scope and sequence which reflects how children learn (e.g., from concrete to more abstract).

Support with implementation of research-based curriculum, by:

- Providing teaching teams with the chosen curriculum
- Engaging teachers in sessions during which you unpack the curriculum together
- Providing weekly planning templates
- Holding lesson planning sessions with teaching teams
- Providing feedback and suggestions to lesson plans
- Observing classrooms for effectiveness of implementing lesson plans and provide ongoing, actionable feedback and suggestions

Ensure classroom(s) differentiate curricular plans in response to the individual needs, strengths, and interests in the classroom(s).

Ensure staff attend DOE-provided and/or -endorsed professional learning opportunities, and have time to reflect on learnings and applications.

Ensure staff have ongoing professional learning opportunities connected to the research-based curriculum.

Support teaching teams as they implement new ideas from professional learning opportunities through ongoing check ins and feedback.

Additional examples may include...

Program leadership teams...

- 3.3 ensure teaching teams have appropriate training, materials, and time to implement valid and reliable developmental screening and authentic assessment tools to inform instruction.

B-5 Examples of Practice

Before the beginning of the year, determine which valid and reliable DECE approved developmental screening tool and authentic assessment system will be used by the program.

Developmental Screening (choose one)

- Early Screening Inventory (ESI-R)
- Ages and Stages Questionnaires (ASQ-3-)
- Brigance Inventories System

Head Start screening must include (choose one):

- Early Screening Inventory (ESI-R), and Ages and Stages Questionnaires Social Emotional Development (ASQ-SE)
- Ages and Stages Questionnaires (ASQ-3-), and Ages and Stages Questionnaires Social Emotional Development (ASQ-SE)
- Early Head Start and Head Start Brigance Inventories System

Authentic Assessment (choose one)

- Work Sampling System (WSS)
- Teaching Strategies Gold (TSG)
- High Scope Child Observation Record (COR)

At the start of the year, communicate developmental screening and authentic assessment purposes, selections, policy, and expectations with program staff.

Set up authentic assessment accounts by:

- Ensuring all enrolled children are added to your site's account and associated with their assigned class
- Ensuring all staff have usernames and passwords to access their accounts

Ensure appropriate quantities of screening materials take into consideration children's home languages and age group(s).

B-5 Examples of Practice

Communicate with families about developmental screening and authentic assessment using DECE resources on InfoHub, including Introductory Screening Letters and the Family Guide to Authentic Assessment.

As needed, provide additional assessment training for teaching teams by:

- Requesting a Screening and Assessment Specialist to provide on-site training
- Request training from an authentic assessment vendor
- Seeking support from DECE staff
- Accessing online resources

Secure appropriate technology to support screening and assessment.

Provide teaching teams with time and access to online screening and assessment training opportunities.

Provide time for teaching teams to administer initial developmental screening. A floater or an additional staff member may provide extra supervision while the teacher conducts screening.

Ensure authentic assessments are ongoing throughout the year and occur throughout the day.

Provide time for teaching teams to share developmental screening and authentic assessment results with families/caregivers.

Provide time for teaching teams to collect, input, analyze, and collaborate in using authentic assessment data ongoing throughout the year.

Additional examples may include...

Program leadership teams...

3.4 support teaching teams in a continuous cycle of collecting and analyzing data, including authentic assessment data, to inform practice.

B-5 Examples of Practice

Collect data:

- As needed, train teaching teams on low inference note-taking and systems for collecting authentic data
- Regularly visit classrooms to observe systems for collecting authentic data (e.g., photos, student work, portfolios, low inference notes) and provide ongoing support
- Support teaching teams in collecting additional data to enhance their understanding of children and families (e.g., informal opportunities for conversations, family surveys, and family-teacher conferences)

Analyze data:

- Provide specific and structured time for teaching teams to analyze screening and assessment data on an ongoing basis
- Support teaching staff in selecting protocols for looking at student work
- Observe, model, and/or participate in data analysis conversations alongside teaching teams
- Support teaching staff in understanding individual children's interests and skills, as well as classroom-level, and program-wide trends

Use data:

- Support teaching teams in using child-specific data and classroom-level trends to plan for instruction
- Have conversations with teaching teams at the beginning of each classroom topic about how to use child- and classroom-level data to ensure relevant instruction/materials are used
- Support teachers in differentiating for individual children
- Consider materials at individual, class, and program wide levels that match children's needs based on data analysis
- Collaboratively develop individual, class, and program wide goals based on data trends

Additional examples may include...

Program leadership teams...

3.5 ensure teaching teams have consistent and intentional opportunities to reflect and plan collaboratively within and across classrooms.

B-5 Examples of Practice

Establish time(s) for teaching teams to meet regularly, such as on a weekly basis.

Model intentional reflection and planning with teaching teams during staff meetings to build on teaching teams' capacity to plan together during team meetings.

Communicate clear expectations for teaching teams planning opportunities to support intentional use of time.

Share with teaching teams resources to support reflection and planning (e.g. protocols for planning, problems of practice).

Periodically join team meeting(s) with the intention to support teaching teams with reflection and planning; provide reasonable notice when joining team meetings to maintain trusting relationships with all staff and teams.

Support and guide teaching teams in co-creating and/or adding to a living online resource or physical binder, which includes resources to support instructional planning.

Additional examples may include...

Program teaching teams...

3.6 facilitate play-based learning and inquiry.

B-5 Examples of Practice

Manage classroom schedules in order to implement a schedule that:

- Devotes at least one-third of the total program hours that children are in attendance to center-based play
- Devotes one-eighth of the program hours to gross motor play each day

Equip all centers/interest areas with hands-on materials that:

- Meet children's developmental needs and learning styles
- Align to current classroom topics, as well as children's interests
- Encourage children to make connections between new experiences and previous knowledge

Plan for each center/interest area, implementing play and project-based activities that align to children's interests, skills, and current classroom topics.

Introduce center/interest areas activities by modelling how to engage with new materials.

Encourage children to self-select centers/interest areas, materials and to rotate centers as desired.

Respect the developmental stages of play and allow children to participate in different types of play:

- Independent/solitary play: children play alone
- Parallel play: children play adjacent to each other, but do not try to influence each other's play
- Cooperative play: children work together to reach a common goal
- Onlooker play: children observe others playing but do not engage in the play

Provide tools/visuals to guide and encourage children to navigate the classroom successfully (e.g., tools of autonomy). These tools may include:

- Job chart (pre-K and 3K-preK only)
- Visual schedule with photographs
- Label materials with names and photos

B-5 Examples of Practice

Promote cooperative and collaborative play among children by:

- Providing activities and materials that encourage children to work together with their peers on shared tasks or goals
- Modeling and reinforcing skills such as taking turns, sharing, problem-solving, and compromise
- Prompting children to reflect on the roles they and their peers play in various activities
- Creating opportunities for children to teach their peers new skills

Use thought-provoking, open-ended questions and novel, open-ended materials to support and build upon children's curiosity.

Prioritize the process through which children learn, rather than a specific product or piece of work, by:

- Allowing children to make and learn from mistakes
- Giving children multiple opportunities to practice skills
- Encouraging children to explore and experiment with new techniques, tools, and materials
- Prompting children to reflect on their learning process
- Providing specific, descriptive feedback on children's process rather than the final product

Join children's play in centers/interest areas, as well as in gross motor/outdoor play by:

- Getting on their eye level, sitting on the ground, sitting on a child-size chair right next to them
- scaffolding and extending learning through modeling, asking questions, and engaging in back-and-forth conversations

Plan intentional opportunities for children's structured and unstructured outdoor play. These opportunities may include, but are not limited to:

- Structured games for outdoor play (red light/green light, obstacle course, hopscotch, yoga)
- Unstructured (Sidewalk chalk, bubbles, scooters, tricycles, climbers, sensory table, hula hoops, balls)

Additional examples may include...

Program teaching teams...

3.7 use an age-appropriate research-based curriculum to support children's learning across all areas of development.

B-5 Examples of Practice

Use concepts based on the New York State Prekindergarten Learning Standards (NYSPLS) and/or the Early Learning Outcomes Framework (ELOF), and use them to guide children's learning across all domains.

Understand the continuum of development in all domains and implement instructional activities that support children's development across each continuum.

Use the research-based curriculum chosen by your program that is interdisciplinary, addresses all domains of the NYSPLS/ELOF, and includes a scope and sequence which reflects how children learn (e.g., from concrete to more abstract).

Link the concepts of the curriculum to children's interests and previous experiences by:

- Observing children's play and asking questions to determine prior knowledge
- Using props, pictures, and tangible items during classroom activities to build schema and tap into children's prior knowledge
- Intentionally reflect children's and families' cultures in classroom activities
- Asking children to reflect on how classroom activities connect to their home lives

Plan and implement deep content explorations and experiences that incorporate learning objectives across domains.

Plan and implement differentiated learning activities. These include, but are not limited to:

- Activities including multiple entry points supporting the current classroom topic are available in multiple centers/interest areas
- Activities including multiple means of representing concepts (children have the ability to choose from various materials such as blocks, drawing, painting, 3-D collage materials, acting it out, etc.)
- Activities including multiple means of supporting children's expression (verbal & non-verbal)

B-5 Examples of Practice

Use technology thoughtfully to support children's learning and ensure they are interacting with it in meaningful ways by:

- Using technology to research children interests
- Using technology to research topics related to the current classroom topics
- Providing children with educational games related to the current classroom topics
- Providing opportunities for children to listen to e-books
- Supporting children to create their own stories by recording their voices or videotaping them

Provide a variety of flexible learning experiences including children and teacher facilitated opportunities.

Invite children to participate in small group activities that are suited to their individual needs, which should not take them away from free play opportunities offered throughout the day.

Large-group gatherings should be active, engaging experiences. They must be limited to short periods (no more than 7-10 minutes including transitions in and out of group), and suited to the age and individual needs of all children.

Additional examples may include...

Program teaching teams...

3.8 extend children's thinking and communication skills through intentional interactions.

B-5 Examples of Practice

Provide developmentally appropriate instruction based upon understanding of language and communication development. Consider:

- Attending and participating in professional learning opportunities
- Reading and discussing professional resources including research articles, books, and the New York State Prekindergarten Learning Standards (NYSPLS), and/or the Head Start Early Learning Outcomes Framework (ELOF)
- Implementing instructional activities that extend and encourage children's development across the continuum

Engage in back-and-forth conversations (feedback loops) with children throughout all portions of the day by:

- Using follow-up questions
- Providing hints and assistance
- Asking children to explain their thinking

Provide opportunities for children to brainstorm and plan by:

- Prompting children to think about how they will go about completing a particular task
- Inviting children, as they are ready, to think and share about how they will spend their time
- Using pictorial organizers such as KWL charts, concept maps, and T-chart

Encourage and provide opportunities for children to share their thinking, using open-ended questions that may foster critical thinking such as:

- "What makes you think that?"
- "How else could you use...?"
- "What would you do if _____ were to happen?"
- "Is there anything we can do to change this?"
- "How do you know?"
- "Why do you think this is important?"
- "What do you remember about...?"
- "Can you tell me more about...?"
- "Where else do you see this?"

B-5 Examples of Practice

Provide specific feedback to children to expand their learning and understanding by:

- Asking children about what they are doing and why
- Providing scaffolding by offering hints and providing assistance
- Responding to what a child says or does with a statement or questions that is connected to what the child did or said
- Asking follow-up questions to help children reach a deeper understanding, such as:
 - “What do you remember about ...?”
 - “How would you organize...?”
 - “What would happen if...?”
 - “How is this different from...?”

Encourage children to engage in conversations with each other.

- Persist in supporting conversations between children
- Encourage children to persist in their thinking
- Provide specific feedback, by listening, and responding to children

Engage in a variety of language modeling strategies such as:

- Self-talk: narrating one’s own actions
 - “I’m putting the eggs in the bowl to add to our recipe.”
- Parallel talk: narrating another person’s actions
 - “_____ is turning the page of the book.”
- Repetition
- Initiating, joining, engaging in, and extending conversations

Select relevant vocabulary aligned to current classroom topics to model and use with children, and share with families/caregivers to extend learning at home.

B-5 Examples of Practice

Support the continued development of the child's primary language(s) by:

- Accepting child's efforts to communicate in his/her home language
- Learning words/phrases that are important to the child and family/caregiver
- Providing tangible materials to encourage communication in English and home languages
- Labeling classroom materials in English and children's home language

Collaborate with family/caregiver in supporting the continued development of the child's primary language(s) by:

- Sharing with families/caregivers that high-quality language interactions in their home language provide a strong foundation for learning English
- Learning from families/caregivers about children's language background
- Asking families what languages the child speaks and understands, what language the child speaks to their siblings, in what language the child pretend-plays, and the child's exposure to English

Provide developmentally appropriate instruction based upon understanding of language and communication development. Consider:

- Attending and participating in professional learning opportunities
- Reading and discussing professional resources including research articles, books, and the New York State Prekindergarten Learning Standards (NYSPLS), and/or the Head Start Early Learning Outcomes Framework (ELOF)
- Implementing instructional activities that extend and encourage children's development across the continuum

Additional examples may include...

Program teaching teams...

3.9 implement a continuous cycle of collecting, analyzing, and using data:

- **collect data** about children’s knowledge, skills, and interests through observations of and interactions with children and families
- **analyze data** to understand how children are developing and learning along a continuum, using a research-based authentic assessment system
- **use data to inform** practice that supports all children’s growth along a continuum

B-5 Examples of Practice

Collect data:

- Administer a developmental screening to all children within 45 calendar days of enrollment using a valid and reliable DECE-approved developmental screening tool.
- Determine an ongoing method or system for collecting authentic data (work samples and low-inference observations) that accounts for the whole child, for all children, during all portions of the day, and inclusive of all standards in the NYSPLS/ELOF.
- Have materials for collecting data readily available to all teaching team members at all times.
- Collect high-quality low-inference notes, photos, audio/video recordings, and high-quality 2-D and 3-D work samples:
 - In the action
 - Out of the action
 - After the fact
- Enter portfolio items into online authentic assessment system and align all data collected with domains and indicators.
- Engage with families/caregivers to gather additional data about children’s knowledge, skills, and interests and family/community context.
- Collect data regularly throughout the program/school year, and complete Developmental Summary Reports three times per school year during the required fall, winter, and spring citywide checkpoints.

B-5 Examples of Practice

Analyze data:

- Dedicate specific time to analyzing screening and assessment data on a regular basis for all children.
- Analyze data together in teaching teams by:
 - Setting goals and guiding questions for data review
 - Using a protocol for looking at student work (i.e. Tuning Protocol, Collaborative Assessment Conference)
 - Reviewing multiple sources of data from a specific period of time to determine where each child is along a developmental continuum
 - Continuously reflecting on goals and guiding questions for data review
- Input data into a research-based, DOE-approved Authentic Assessment System (AAS).
- While analyzing, consider:
 - Individual children’s interests (e.g., what are this child’s interests? how do we know?)
 - Individual children’s skills (e.g., Where does this child fall on the developmental continuum? What are this child’s strengths and areas for growth? How do we know?)
 - Classroom-level trends
- Identify the next stage on the developmental continuum for each standard/domain.
- Determine additional supports children may need to successfully engage in the curriculum.

B-5 Examples of Practice

Use data:

- Use what you have learned about each child's interests and skills along a developmental continuum to differentiate the research-based curriculum:
 - Modify the classroom environment (e.g., materials, classroom set-up, schedules, routines, visuals)
 - Set child-specific goals and focus areas
 - Plan for individual interactions with children
 - Plan for whole group activities
 - Plan for small group activities, considering content and pairings
 - Plan for centers
- Share children's screening and assessment data with families/caregivers using family-facing reports, along with plans for instruction (e.g., newsletter, conferences, and conversations).
- Partner with families to strengthen home-school connections (e.g., welcoming parents into the classroom for observation and participation, sharing activities families could do together at home, generating summary reports to inform family-teacher conferences).
- Implement plans and collect data on implementation in order to begin the data cycle again continuously throughout the program/school year.

Additional examples may include...

Program teaching teams...

3.10 regularly collaborate with other staff within and across classrooms to reflect and plan for instruction.

B-5 Examples of Practice

Engage and collaborate with full teaching team on a regular basis to reflect and plan, including co-teachers, teaching assistants, paraprofessionals, classroom aides, special education teachers, and itinerant teachers.

Engage and collaborate with teaching teams from other classrooms (if applicable), as well as other program staff who support instruction (if applicable), to reflect and plan. Some strategies might include, but are not limited to:

- Sharing lesson plans
- Analyzing work samples together
- Reflecting on individual and group needs
- Ensuring that curriculum is implemented in culturally responsive ways

Reflect on and plan for:

- Individual children
- Authentic assessment opportunities/data collection
- Reviewing observational notes/anecdotal records
- Daily/weekly/unit activities/project-based work
- Invitations and provocations
- Materials and resources to include in the classroom
- How to make children's learning visible/documentation boards and panels
- Safety and supervision
- Positive behavior guidance
- Modifications to the environment
- Adult roles/zoning (e.g., lead vs. assistant teacher roles and responsibilities)
- Team dynamics
- Family engagement
- Community engagement
- Upcoming and foreseeable scheduling changes
- Utilizing resources to support planning

B-5 Examples of Practice

Welcome new teaching team members into professional learning communities and share resources to support their instruction planning and practices.

Additional examples may include...



4. High quality programs promote families' roles as primary caregivers, teachers, and advocates.

Program leadership teams and teaching teams build relationships with families and communities in order to provide meaningful opportunities and resources that support children's development and the whole family's well-being.

Program leadership teams...

(Examples: Directors, education directors, program directors, executive directors, board of directors, owners, principals, assistant principals, instructional coaches, mental health professionals, parent coordinators, family service coordinators)

- 4.1 provide all staff with relevant and culturally responsive training, resources, and ongoing support related to family engagement.
- 4.2 model and support ongoing, two-way communication with families about the strengths, needs, interests, and goals of families and their children, as well as families' and children's progress toward these goals.
- 4.3 develop relationships with community members and organizations that support families' interests, needs, and goals.
- 4.4 provide opportunities for families to connect with other families in the program and community so that they can learn from and support each other.
- 4.5 create an environment that affirms and empowers families as partners, leaders and advocates in the classroom, program, and community.
- 4.6 support and coordinate services for children and families transitioning to and from different early care and educational settings.

Program teaching teams...

(Examples: Lead teachers, special education teachers, itinerant teachers, family workers/educators/advocates, co-teachers, assistant teachers, paraprofessionals)

- 4.7 engage in ongoing, two-way communication with families about the strengths, needs, interests, and goals of families and their children, as well as families' and children's progress toward these goals.
- 4.8 invite families to observe in their children's classroom and participate in their children's everyday learning.
- 4.9 provide opportunities for families to build skills that support their children's learning and development.
- 4.10 connect families to appropriate resources in support of their needs and goals for themselves and their children.
- 4.11 provide opportunities for families to serve as partners, leaders and advocates in the classroom and the program.
- 4.12 provide families with information and connections to support the transition to and from different educational settings.

Program leadership teams...

4.1 provide all staff with relevant and culturally responsive training, resources, and ongoing support related to family engagement.

B-5 Examples of Practice

Arrange professional learning opportunities for staff (e.g., in-service activities, workshops, seminars, or job-embedded learning) based upon program, community, and individual needs assessments that includes, but is not limited to the following topics:

- Culturally responsive-sustaining practices and environments
 - Multicultural principles for early childhood settings
 - Gathering and using language information that families share
 - Strategies for caregivers and early childhood staff
- Transitions and family needs
 - Supporting children and their families/caregivers through transitions
 - Resources for building family collaborations
 - Needs of families/caregivers who are caring for a child with special needs
 - How mental health and wellness affects families
 - The effect of trauma on family/caregiver-child relationships (i.e., trauma-informed care)
 - Supporting families in addressing their own goals, interests, and needs, in addition to those of their children (i.e. 2-generation model)
 - Developing and following up on Family Partnership Agreements
- Relationship building
 - Relationship building with families and communities that is grounded in cross-cultural responsiveness and strength-based perspectives
 - Strategies for effective two-way communication with families
 - Supporting family advocacy and leadership in the classroom and program

Share information with families of emergent multilingual learners about the benefits of bilingualism and biliteracy.

B-5 Examples of Practice

Provide classrooms with books and materials that reflect families' home languages and culture, as well as the diversity of cultural backgrounds of families in NYC.

Regularly share information about family engagement practices from professional publications and/or electronic professional development with staff and colleagues (e.g., staff meetings, Professional Learning Communities, staff newsletters, and emails).

Include family engagement goals in ongoing one-on-one coaching and/or support with teaching teams and other staff.

Additional examples may include...

Program leadership teams...

- 4.2 model and support ongoing, two-way communication with families about the strengths, needs, interests, and goals of families and their children, as well as families' and children's progress toward these goals.

B-5 Examples of Practice

At the beginning of the program/school year, schedule family meetings in order to:

- Listen and learn about individual families' strengths, challenges, and priorities for themselves and their children
- Listen and learn about individual families' jobs (if applicable) and schedule/availability
- Listen and learn about individual families' beliefs about childhood and parenting, and how they currently support their children's development at home
- Learn about families' language preferences
- Engage in collective goal setting
- Develop a plan for touchpoints on family and children's individualized goals throughout the year

Schedule family-teacher conferences at least two times per year and ensure that families and staff use this time to:

- Share information related to children's progress, strengths, and challenges
- Share children's work and development (e.g., portfolios and work samples)
- Focus on collaborative goal-setting for children
- Revisit and revise goals as needed

Schedule family meetings at least two times per year to check in on progress towards identified family goals. During these meetings you may:

- Allow families to reflect on their process of working towards their goals
- Celebrate progress towards achieving these goals
- Modify goals and next steps accordingly
- Explore the need for community resources and/or referrals

B-5 Examples of Practice

Develop and sustain different means of communication so that all families can be reached in their preferred language and are aware of what is taking place in the program, including through:

- Emails
- Text messages
- Telephone calls
- Newsletters
- Virtual calls using platforms available to families (e.g., Zoom, Google Hangout, etc.)

Initiate other means of communication with families who are not able to attend conferences/meetings, such as:

- Newsletters (hard copy or virtual)
- Progress reports (hard copy or virtual)
- Documentation of children learning, such as pictures, anecdotal notes, and/or work samples
- Mobile apps (e.g., ClassDojo, Remind)
- Home visits
- Flexible office hours/open door policy

B-5 Examples of Practice

Create regular opportunities for families to understand and collaborate in their children's progress in the classroom by:

- Verbalizing an open door policy for families
- Establishing and setting up a suggestion box
- Developing a family handbook that articulates opportunities for families to engage in their children's progress (note that families can contribute to revising the handbook as needed)
- Encouraging teaching teams to invite families into the classroom
- Helping teachers identify authentic day-to-day classroom opportunities for families to understand their child's development (e.g., observe activities, participate in centers, lead small groups or storybook readings, join on neighborhood walks)
- Supporting teaching teams in identifying authentic day-to-day opportunities to involve and learn from families in the classroom
- Fostering school-home connection and extend learning to home
- Encouraging teaching teams to regularly check in with families and ask about how they perceive their children's development at home
- Creating sign-up/sign-in sheets for family visitors or volunteers
- Recognizing different types of family involvement in the classroom (e.g., thank you notes/calls, bulletin boards, awards ceremonies, newsletters)

Address information sharing with non-custodial caregivers; communicate the process of disclosure of family information prior to seeking permission to make such disclosures.

Communicate to families the purpose and value of authentic assessment and screening tools and communicate that parents/caregivers have the right to opt out of developmental screenings for their children.

Provide translation or interpretation services to promote two-way communication with families who speak languages other than English.

Additional examples may include...

Program leadership teams...

4.3 develop relationships with community members and organizations that support families' interests, needs, and goals.

B-5 Examples of Practice

Gather information that describes family and community needs including, but not limited to:

- Geographic location, race/ethnicity and languages spoken of families and children
- Children experiencing homelessness
- Children in foster care
- Children with disabilities (types of disabilities, and relevant services and resources provided to these children)
- Health, nutrition, social service needs of eligible children and their families
- Typical work, school, and training schedules of families

Identify organizations and establish partnerships that can support with services such as:

- Health screenings (e.g., vision, dental and immunization)
- Health care
- Mental health counseling and supports
- Temporary and permanent housing
- Food security
- Legal services
- Financial counseling
- Job training/placement and continuing education programs for families and caregivers

B-5 Examples of Practice

Invite members from community groups/agencies (e.g., senior citizen, volunteer, service groups, business organizations; faith-based communities, charitable organizations, libraries, parks and recreation, museums) to participate in and support the program in different ways, including but not limited to:

- Language acquisition and citizenship tutoring for interested families
- Serving as companions/mentors for children's aftercare program
- Presenters/trainers for families' workshops
- Translating-interpreting for families and staff
- Leading read alouds in classrooms
- Offering access to museums and other cultural organizations
- Leading child development classes at the workplace or a community facility

Train and support staff in securing or providing referrals for needed services, and documenting and tracking all follow up actions and results.

Assist families with their education and vocational training goals by providing direct services or offering referrals to outside resources, such as:

- GED classes
- ESL classes
- Degree programs
- Continuing education
- Literacy classes
- Internships and volunteer opportunities (within and outside the program)
- Job training/preparation
- Scholarships/grants

Additional examples may include...

Program leadership teams...

4.4 provide opportunities for families to connect with other families in the program and community so that they can learn from and support each other.

B-5 Examples of Practice

Conduct welcome events for families over the summer at the program or in a park/library nearby so that families can meet each other and begin to build relationships with one another.

Offer meetings, trainings, support groups, and mentoring programs for families to connect with other families in the program or community to:

- Build relationships
- Share parenting strategies/techniques
- Discuss shared learning, and goals
- Share resources

Inform family members of community-wide family advisory groups and coalitions, and promote participation in said groups and coalitions.

Invite past program family members and community volunteers to share their educational and career experiences with current families.

Provide space and resources for events chaired by family members.

Provide on-site childcare services during family training opportunities, meetings, and events.

Additional examples may include...

Program leadership teams...

4.5 create an environment that affirms and empowers families as partners, leaders and advocates in the classroom, program, and community.

3/4s Examples of Practice

Prior to the beginning of the program/school year, schedule family orientations that are accommodating of families' availability. Topics to address during orientations may include:

- Overview of the program's mission and vision
- What to expect from an early childhood center/program and how they can get involved
- Opportunities to engage in shared decision process
- Program's operating hours, including protocols for early drop-off and late pick-up
- Calendar for holidays and in-service days
- Curriculum and instructional approach
- Policies on attendance and absenteeism
- Positive Behavior Guidance Policy
- Health and Safety policies that include guidelines to address infectious illnesses
- The program's philosophy on family engagement
- Program structure, including important contacts
- School readiness goals

Provide families with opportunities for input and feedback (e.g. through surveys, interviews, and other methods of formal/informal communication) on the following:

- School culture
- Program requirements
- Policies/procedures
- Activities and events

Allocate funds or resources for family training sessions, meetings, and special events (e.g., stipends, meals, childcare, and transportation).

Provide opportunities for families to coordinate events for children, families, and staff.

3/4s Examples of Practice

Establish a family committee or advisory council to:

- Strengthen family-staff relationships
- Partner in decision-making about program changes and policies
- Provide input and feedback as indicated above (e.g., school culture, program requirements, etc.)
- Provide input on staffing and hiring decisions

Encourage families to participate in family meetings, advisory meetings/committees, policy councils, as well as community and state coalitions.

Provide training opportunities for families to develop and use advocacy skills in the context of their child's lifelong learning.

Provide training to staff on understanding and leveraging families' roles in the classroom and program community.

Additional examples may include...

Program leadership teams...

4.6 support and coordinate services for children and families transitioning to and from different early care and educational settings.

B-5 Examples of Practice

Work with families to develop individual transition plans (into and out of the program) in advance of the transitions.

Identify different early childhood programs in the community and their commonalities/distinctions.

Coordinate with schools or other appropriate agencies to ensure children's relevant records are transferred from a previous placement and to the next placement in which a child will enroll, consistent with privacy requirements (i.e., confidentiality).

Arrange supports for children and families who transition into/out of the program in the middle of the program/school year.

Cooperate with the special education personnel from school districts in the area to address the transition needs of children with special needs and their families.

Provide professional learning opportunities for staff regarding transitions for children and families.

Collaborate with translation or interpretation services during the transition process for families who speak a language other than English.

Support the transition process by:

- hosting transition visits for children coming from family child care, and/or other center and home-based settings
- conducting transition to Kindergarten workshops that include information on how to select the appropriate kindergarten setting for their child
- planning and scheduling visits to kindergarten classrooms
- providing support for kindergarten enrollment

Additional examples may include...

Program teaching teams...

- 4.7 engage in ongoing, two-way communication with families about the strengths, needs, interests, and goals of families and their children, as well as families' and children's progress toward these goals.

B-5 Examples of Practice

At the beginning of the program/school year, partner with families to set goals for their children and learn about their family goals.

Over the course of the year, create specific opportunities for families to discuss their children's progress towards achieving identified goals.

During drop-off and pick-up time, encourage families to share observations about their children, including strengths and concerns.

Frequently share information with family members on both a formal and an informal basis about reasonable expectations for children's growth, development, social dispositions and habits of learning.

Use different means of communication so that all families can be reached in their preferred language and are aware of what is taking place in the classroom and with individual children, including through:

- Emails
- Text messages
- Telephone calls
- Newsletters
- Website

Use a combination of methods to share information about children's progress at formal and informal family-teacher conferences (with appropriate translation or interpretation, as needed) including the following:

- Work samples
- Anecdotal records
- Photos
- Narrative reports

Share information about children's progress and experiences in the classroom with families on a daily basis in a variety of forms, with translation support as needed.

B-5 Examples of Practice

Work together with family members and related service providers to support collaboratively developed action plans for goals related to the overall health and wellness of a child, such as the IEP or IFSP (with translation or interpretation, as needed).

Additional examples may include...



Program teaching teams...

4.8 invite families to observe in their children's classroom and participate in their children's everyday learning.

B-5 Examples of Practice

Provide opportunities for families to observe children in the classroom at various times during the day, and schedule time to debrief with families about their observations.

Provide authentic opportunities for families to assist in planning and implementing classroom activities, including but not limited to:

- Participating in activities/routines during arrival and dismissal
- Joining for mealtimes
- Leading/participating in read aloud
- Leading/participating in music and gross motor activities
- Leading small group experiences
- Sharing about jobs, hobbies, cultural traditions, family traditions, etc.
- Participating in centers

Provide opportunities for families to assist in planning and implementing field trips and community walks (e.g., playgrounds, neighborhood shops, and libraries).

Encourage families to assist with the preparation of learning materials for daily activities (e.g., books, center activities, and manipulatives).

Encourage families to assist with tidying the classroom, including cleaning and disinfecting of toys and other classroom materials.

Additional examples may include...

Program teaching teams...

4.9 provide opportunities for families to build skills that support their children’s learning and development.

B-5 Examples of Practice

Provide families with information about child development (e.g., developmental milestones) and recommendations of simple activities that can be done at home to promote age-appropriate development.

Provide family education opportunities on all domains of development, such as:

- How to support children’s learning
- Support for positive behavior guidance techniques
- Wellness, good health and nutrition practices, including physical fitness and obesity reduction, and questions to ask at health care appointments

Provide opportunities for families to learn about standards and curricula used in the classroom, and understand how they can adapt classroom activities to their home environments and incorporate learning moments into their everyday routines.

Offer opportunities for family members to participate in a research-based parenting curriculum that builds on family knowledge and offers family members the opportunity to practice parenting skills to promote children’s learning and development, such as:

- ParentCorps
- Parents as Teachers (PAT)

Additional examples may include...

Program teaching teams...

4.10 connect families to appropriate resources in support of their needs and goals for themselves and their children.

B-5 Examples of Practice

Identify resources in the community and beyond, including higher education institutions, to support families' learning interests and educational goals.

Based on child/family needs and goals, compile a list of available community-based resources and supports.

Review individual and system-wide family successes, helpful referrals, and effective staff practices to evaluate family services.

Link families to community resources for jobs, internships, volunteer activities and other experiences that expand their knowledge and skills and build on their career interests.

Use goal-oriented home visits to establish relationships with families, and to identify and support their interests and needs through the family partnership process.

Additional examples may include...

Program teaching teams...

4.11 provide opportunities for families to serve as partners, leaders and advocates in the classroom and the program.

B-5 Examples of Practice

Arrange opportunities for family members to share their culture, family traditions, and special skills and interests with other adults and with children in the program community.

Offer opportunities for families to assist in planning and implementing field trips and classroom activities.

Provide opportunities for families to share their suggestions and feedback on classroom and program practices, and how staff can support their children's growth and development.

Prepare families to serve as advocates for their children in the elementary school setting by:

- Sharing information about the transition to elementary school
- Providing insight into ways families can serve as leaders and advocates in an elementary school setting (e.g., joining the PTA)

Inform families about services and supports available to children with disabilities as well as ways to access supports through CPSE and Early Intervention.

Inform families about various options for language instruction within and outside of their program.

Promote participation in program-level family/parent committees or advisory councils, explicitly stating the benefits for themselves and their child.

Additional examples may include...

Program teaching teams...

4.12 provide families with information and connections to support the transition to and from different educational settings.

B-5 Examples of Practice

Support children and families during transitions within program (e.g. staff changes, unexpected construction/maintenance, etc.) by:

- Notifying families in advance of changes in program operations
- Sharing contingency plans to minimize effect on children and families

Participate in events prior to or at the beginning of the program/school year for all children and families transitioning into the program (e.g., open house, orientation).

Collaborate with leadership teams, schools, or other appropriate agencies to ensure all children's records are transferred to the school or next placement in which a child will enroll, consistent with privacy requirements.

Share information about children's progress with the child's next teacher during a transition.

Ensure families have ongoing opportunities to discuss their observations and concerns about their child's strengths and challenges prior to transitions.

Share transition and continuity materials in the families' preferred languages.

Provide families with information about the kindergarten transition process, including:

- The application and registration materials
- Lists of local kindergarten options
- A kindergarten open house or fair
- Visits to local kindergarten programs

Support children and families who transition into/out of the program in the middle of the program/school year.

Additional examples may include...

5. High quality programs work collaboratively towards continuous quality improvement.

Program leadership teams and teaching teams use data to improve program and classroom quality in partnership with families and communities.

Program leadership teams...

(Examples: Directors, education directors, program directors, executive directors, board of directors, owners, principals, assistant principals, instructional coaches, mental health professionals, parent coordinators, family service coordinators)

- 5.1 actively solicit feedback from staff and families on program strengths and areas for growth.
- 5.2 model reflective practice, set professional goals, and engage in learning experiences with other leaders.
- 5.3 regularly provide staff with formative, evidence-based feedback on individual strengths and areas for growth, with actionable next steps.
- 5.4 identify or provide differentiated opportunities for staff professional learning that are aligned to individual staff goals and the goals of the program.
- 5.5 collaborate with the NYCDOE, other agencies, and community partners to improve program quality.
- 5.6 engage in a continuous cycle of collecting, analyzing, and using data about program quality, in collaboration with staff, families, and communities:
 - **collect data** from a variety of sources and at multiple levels (child, teacher, classroom, family, community, program)
 - **analyze data** to identify program strengths and areas for growth
 - **use data to plan** program goals and inform continuous quality improvement

Program teaching teams...

(Examples: Lead teachers, special education teachers, itinerant teachers, family workers/educators/advocates, co-teachers, assistant teachers, paraprofessionals)

- 5.7 actively solicit feedback from families on classroom strengths and areas for growth.
- 5.8 regularly reflect on their own individual strengths and areas for growth in order to set professional goals and improve classroom practice.
- 5.9 identify and engage in professional learning experiences that are aligned to their own goals and the goals of the program, and seek opportunities to learn from other early childhood professionals.
- 5.10 provide feedback to the program leadership team on strengths, challenges, and opportunities for quality improvement.
- 5.11 actively engage with support staff from the NYCDOE, other agencies, and community partners to improve classroom quality.
- 5.12 collaborate with the program leadership team, other staff, families, and communities to set goals and inform continuous quality improvement.

Program leadership teams...

5.1 actively solicit feedback from staff and families on program strengths and areas for growth.

B-5 Examples of Practice

Obtain feedback on program strengths and areas for growth through predictable, transparent, and clearly communicated structures. Some of these include, but are not limited to:

- Surveys (annual, semi-annual, quarterly)
- Organizational climate assessments
- Staff and family exit interviews
- Focus groups
- Forums

Use existing program structures or on-going activities to gather information to guide quality improvement. Some of these include, but are not limited to:

- Staff meetings
- Professional learning communities
- Individual staff coaching meetings
- Staff newsletters
- Family-teacher conferences
- Family-teacher association, policy committee, or governing board meetings
- Family intake interviews
- Family events
- Family newsletters

Establish structures in the organization for individuals to receive feedback from teaching teams, support staff, colleagues, supervisors and relevant external stakeholders with the goal of supporting development toward organizational goals.

B-5 Examples of Practice

Offer informal opportunities for ongoing feedback from staff and families. Some opportunities include, but are not limited to:

- “Open door” policy
- Suggestion box
- Message book
- Conversations with families at arrival and drop-off

Additional examples may include...

Program leadership teams...

5.2 model reflective practice, set professional goals, and engage in learning experiences with other leaders.

B-5 Examples of Practice

Identify and observe other early childhood programs that have similar or different characteristics (e.g., demographics, geography, language needs/offerings, pedagogical vision/approach, governance) in order to:

- Reflect on own practices
- Share high-quality practices
- Problem solve around challenges

Attend DOE-provided and/or -endorsed professional learning opportunities, and intentionally engage and make connections with other leadership teams.

Consider joining national, state, and local professional association(s) and attend professional learning opportunities based on self-identified goals, including those sponsored by:

- | | |
|---|---|
| <ul style="list-style-type: none">• National Association for the Education of Young Children (NAEYC) (local and national)• Zero to Three (local and/or national)• BUILD• National Head Start Association | <ul style="list-style-type: none">• Council for Exceptional Children• Local/state chambers of commerce• Local/state community development agencies• Local/state/national affinity groups |
|---|---|

Seek support from mentors and/or leadership coaches to help reflect on professional strengths and areas for growth and set intentional goals.

Model reflective practice by sharing your professional goals with other members of program staff, and openly seeking feedback.

Maintain a written professional development plan to track your own course of action for acquiring knowledge and skills in identified areas of growth.

Additional examples may include...

Program leadership teams...

5.3 regularly provide staff with formative, evidence-based feedback on individual strengths and areas for growth, with actionable next steps.

B-5 Examples of Practice

Develop and implement regular and intentional meeting structures to discuss goal-setting with staff.

Collaboratively create and document individual goals and professional development plans with each staff member.

Encourage staff to share their own individual goals with coaches, mentors, and peers.

Develop a system with all early childhood coaches for scheduling and tracking staff observations/supports, and next steps.

Ensure that all classrooms receive instructional support by an individual with early childhood expertise (recommended at least biweekly).

Create regular time for staff to reflect and debrief with coaches.

After each observation, provide staff with feedback, including strengths and areas for growth or further inquiry.

Connect feedback from observations to longer-term individual staff professional learning goals.

Meet with staff at least three times a year to review feedback and revise goals and professional development plans.

Additional examples may include...

Program leadership teams...

5.4 identify or provide differentiated opportunities for staff professional learning that are aligned to individual staff goals and the goals of the program.

B-5 Examples of Practice

Create a differentiated scope and sequence of staff professional learning opportunities for the year (e.g., identifying different opportunities for new teachers vs. experienced teachers; providing specific opportunities for assistant teachers and paraprofessionals).

Use ongoing observations and individual staff goals to plan for professional learning sessions.

Ensure staff attend DOE-provided and/or -endorsed professional learning opportunities, and have time to reflect on learnings and applications in the classrooms.

Leverage relationships with other early childhood programs and organizations to identify external professional learning opportunities.

Encourage and prepare staff for peer-to-peer learning opportunities, including but not limited to:

- Peer observations
- Peer coaching
- Peer mentoring
- Intravisitations-Intervisitations
- Professional learning communities
- Book clubs
- Peer-facilitated workshops

Facilitate staff participation in professional learning opportunities by providing, as appropriate:

- Funding/stipends
- Dedicated time during the school/program day
- Substitute coverage

B-5 Examples of Practice

Provide staff with resources for independent professional learning and inquiry. These may include, but are not limited to:

- Professional books
- Subscriptions to relevant subscription magazines in early childhood practice
- Access to online video libraries, blogs, etc.

Additional examples may include...



Program leadership teams...

5.5 collaborate with the NYCDOE, other city agencies, and community partners, to improve program quality.

B-5 Examples of Practice

Collaborate with NYCDOE support staff to improve program quality by leveraging their skill sets. Some specific examples may include, but are not limited to:

- Review the program's recent CLASS data with the Instructional Coordinator to identify priority areas for an upcoming staff professional learning session
- Talk to a Social Worker about how to design questions for a family interview to identify individual family goals and needs
- Work with an Operations Analyst to process lead teacher incentive payments
- Discuss the results of a recent health & safety visit with a Policy Support Specialist
- In light of a midyear staff vacancy, work with the Office of Teacher Recruitment & Quality to find a qualified replacement

Proactively engage with and respond in a timely manner to all city agencies, including but not limited to:

- NYCDOE
- Administration for Children's Services (ACS)
- Department of Health and Mental Hygiene (DOHMH)
- Department of Buildings (DOB)
- Fire Department (FDNY)
- Department of Youth and Community Development (DYCD)

Provide staff with updated lists of available community organizations and resources.

Provide presentations for, attend functions, and maintain regular communications with community organizations.

B-5 Examples of Practice

Make connections with community agencies to secure donated resources for the program, such as:

- Furniture
- School supplies
- Books
- Sports equipment
- Arts supplies
- Materials and incentives for family engagement events (e.g., food, door prizes)

Support teaching teams in seeking out donated resources for their classrooms (e.g., through Donor's Choice).

Invite members from community groups to participate in and support the program, including by providing:

- On-site or off-site mentoring
- Reading buddies
- Volunteer grandparents
- Sports and arts enrichment activities
- Translation services

Additional examples may include...

Program leadership teams...

- 5.6 engage in a continuous cycle of collecting, analyzing, and using data about program quality, in collaboration with staff, families, and the community:
- **collect data** from a variety of sources and at multiple levels (child, teacher, classroom, family, community, program)
 - **analyze data** to identify program strengths and areas for growth
 - **use data to plan** program goals and inform continuous quality improvement

B-5 Examples of Practice

Create a standing committee that uses multiple sources of data for the purposes of program quality improvement, and includes staff, family, and community representatives.

Use ongoing observations and individual staff goals to plan for professional learning opportunities.

Ensure that multiple sources of data are collected for the purpose of program quality, including:

- Child outcome data
- Classroom quality data (e.g., CLASS, ECERS-3)
- Operational effectiveness data (e.g., PAS)
- Staff survey data
- Family survey data
- Community needs data

Share program policies regarding the purposes and appropriate use of data, including expectations around staff, family, and child confidentiality.

Collaboratively identify program strengths and areas for growth, and use self-assessment to set program goals.

Share program data, learnings, and identified goals with all stakeholders, including staff, families, board members, and community partners.

At least twice a year, collaboratively reflect on, revisit, refine, and reshare program goals.

Additional examples may include...

Program teaching teams...

5.7 actively solicit feedback from families on classroom strengths and areas for growth.

B-5 Examples of Practice

Conduct a survey to assess families' preferred means of communication, including options for alternative methods such as text, email, and social media.

Obtain family feedback on classroom strengths and areas for growth through predictable, transparent, and clearly communicated structures such as:

- Surveys (annual, semi-annual, quarterly)
- Family exit interviews
- Focus groups

Use existing classroom structures or activities to gather information and feedback from families to guide quality improvement, such as:

- Family-teacher conferences
- Family-teacher association meetings
- Family intake interviews
- Family events
- Family newsletters
- Daily family communication logs

Offer informal opportunities for ongoing feedback from families:

- "Open door" policy
- Suggestion box
- Message book
- Conversations at arrival and drop-off
- Other daily interactions

Additional examples may include...

Program teaching teams...

5.8 regularly reflect on their own individual strengths and areas for growth in order to set professional goals and improve classroom practice.

B-5 Examples of Practice

Self-reflect on strengths and areas of growth on an ongoing basis (e.g., keep a journal, create a reflection space on bottom of daily/weekly lesson plans).

Regularly meet with program leadership team to discuss own strengths and areas of growth, and set and revisit professional goals.

Discuss own professional goals and progress toward goals with peers, mentors, and other coaches (e.g., DECE Instructional Coordinators and Social Workers).

Maintain a written professional development plan to track own course of action for acquiring knowledge and skills in identified areas of growth.

Collect and record evidence of progress toward own professional goals, and reference this evidence when reflecting on how to improve classroom practice.

Additional examples may include...

Program teaching teams...

- 5.9 identify and engage in professional learning experiences that are aligned to their own goals and the goals of the program, and seek opportunities to learn from other early childhood professionals.

B-5 Examples of Practice

Engage in all program-provided professional learning opportunities and provide feedback to program leadership team on additional learning interests and needs.

Observe other classrooms within the program and the broader community, and reflect on how practices observed could be applied to own classroom.

Attend DOE-provided and/or -endorsed professional learning opportunities and intentionally engage and make connections with other teaching staff.

Seek out and participate in other peer-to-peer learning opportunities, including:

- Peer coaching
- Peer mentoring
- Professional learning communities
- Book clubs
- Peer-facilitated workshops

Consider joining national, state, and local professional association(s) and attend professional development trainings based on own identified goals and the goals of the program, including those sponsored by:

- National Association for the Education of Young Children (local and/or national)
- Zero to Three
- BUILD
- National Head Start Association
- Council for Exceptional Children
- Local/state chambers of commerce
- Local/state community development agencies
- Local/state/national affinity groups

B-5 Examples of Practice

Stay informed about current issues and research in early childhood education by engaging with current resources. These may include, but are not limited to:

- Professional books
- Subscriptions to relevant subscription magazines in early childhood practice

Additional examples may include...



Program teaching teams...

5.10 provide feedback to the program leadership team on strengths, challenges, and opportunities for quality improvement.

B-5 Examples of Practice

Complete all surveys provided by the program leadership team in a timely manner, and provide evidence for identified program strengths and areas for growth.

Use existing program structures or activities to give feedback to the program leadership team. These may include, but are not limited to:

- Staff meetings
- Professional learning communities
- Individual staff coaching meetings
- Staff newsletters

Seek out informal opportunities to provide feedback to the program leadership team. These may include, but are not limited to:

- Conversations
- Suggestions box
- Message book

Share feedback received from families and other stakeholders with the program leadership team.

When applicable, engage in an exit interview with the program leadership team, and use the time to reflect on and suggest opportunities for quality improvement.

Additional examples may include...

Program teaching teams...

5.11 actively engage with support staff from the NYCDOE, other agencies, and community partners to improve classroom quality.

B-5 Examples of Practice

Collaborate with NYCDOE support staff to improve program quality by leveraging their skill sets. Some specific examples may include, but are not limited to:

- As a new teacher, work with an Instructional Coordinator on how to set up centers for the beginning of the school year
- Talk to a Social Worker about how to talk to a family about their child's developmental progress

Seek out and engage with community agencies and others (e.g., through Donor's Choose) willing to donate classroom resources, such as:

- Furniture
- School supplies
- Books
- Sports equipment
- Arts supplies
- Materials and incentives for family engagement events (e.g., food, door prizes)

Invite members from community groups to participate in classroom activities, including by providing:

- Mentoring
- Reading buddies
- Volunteer grandparents
- Sports and arts enrichment activities
- Translation services

Additional examples may include...

Program teaching teams...

5.12 collaborate with the program leadership team, other staff, families, and communities to set goals and inform continuous quality improvement.

B-5 Examples of Practice

Attend and actively contribute to meetings with the program leadership teams, other staff, families and the community.

Regularly reflect on program strengths and areas of growth, and participate in the creation and regular review of program goals alongside other program stakeholders.

Volunteer for program committees and initiatives, such as:

- Parent/family-teacher association
- School leadership team
- Instructional leadership team
- School improvement committee
- Hiring committee
- School climate committee
- Positive behavior support committee
- Response to intervention committee
- Social/sunshine committee

Additional examples may include...

6. High quality programs demonstrate strategic leadership.

Program leadership teams and teaching teams build and use organizational culture, structure, and resources to promote and execute a shared vision for quality.

Program leadership teams...

(Examples: Directors, education directors, program directors, executive directors, board of directors, owners, principals, assistant principals, instructional coaches, mental health professionals, parent coordinators, family service coordinators)

- 6.1 create and communicate a compelling vision for long-term program quality in partnership with staff, families, and communities.
- 6.2 recruit, hire, and retain qualified staff, and provide meaningful staff leadership opportunities.
- 6.3 build and maintain an organizational culture that motivates staff, families, and communities to work toward a shared program vision.
- 6.4 establish and communicate clear roles and responsibilities within the program, and adopt fair and consistent processes for accountability.
- 6.5 develop and implement systems that facilitate efficient and sustainable program operations.
- 6.6 use responsible budgeting and financial management practices to strategically align resources to the program vision.

Program teaching teams...

(Examples: Lead teachers, special education teachers, itinerant teachers, family workers/educators/advocates, co-teachers, assistant teachers, paraprofessionals)

- 6.7 collaborate with the program leadership team, families, and communities to create and communicate a shared program vision.
- 6.8 contribute to an organizational culture that supports the shared program vision.
- 6.9 build a classroom community that reflects and drives forward the shared program vision.
- 6.10 adopt, refine, and implement systems to support all aspects of classroom quality.
- 6.11 proactively identify and communicate staffing and material needs, and effectively use resources to enhance their classroom community.

Program leadership teams...

6.1 create and communicate a compelling vision for long-term program quality in partnership with staff, families, and communities.

B-5 Examples of Practice

Engage a committee of stakeholders, comprised of staff, families and leadership members to create a shared vision of quality.

Inform vision statement based on:

- What the program is trying to achieve and how it plans to get there
- Commitment to anti-bias, anti-racist education
- Importance of play-based learning
- Collected data (ECERS, CLASS, family and staff surveys, snapshot)
- Culture of the program/community
- ECE standards/frameworks such as the NYSPLS, ELOF, and other DECE resources
- Other high-quality practices based on research and nationally recognized standards from the field

Lead and facilitate the creation process of a program's vision statement that includes ideas from all staff and families' surveys, and information gathered on community strengths, needs and available resources.

Display, communicate and integrate the vision across the program:

- Weekly bulletins
- Staff meetings and supervision
- Family meetings
- Speaking engagements
- Family and staff handbooks

Set goals aligned to the program's vision, and establish team and individual action plans that align with these goals.

Schedule regular meetings where leadership and staff are tracking progress toward the programmatic goals.

Develop systems to track progress and report out on goals.

B-5 Examples of Practice

Celebrate benchmarks that demonstrate progress toward program's vision.

Additional examples may include...



Program leadership teams...

6.2 recruit, hire, and retain qualified staff, and provide meaningful staff leadership opportunities.

B-5 Examples of Practice

Ensure that all program staff:

- Meet minimum qualifications
- Meet minimum training requirements
- Have the appropriate educational background and preferably experience in Early Childhood Education
- Have required and up to date security clearances which include:
 - NYC Department of Education (NYCDOE) Fingerprinting- Personnel Eligibility Tracking System (PETS)
 - If applicable, New York State Office of Children and Family Services (OCFS) NY Statewide Central Register (SCR)
 - If applicable, NYC Department of Investigation (DOI) Fingerprinting
 - If applicable (GFDC only), IdentoGO through OCFS

Hire sufficient teaching staff and maintain an up-to-date substitute list to ensure proper staff-to-children ratios at all times.

Provide new employees with an orientation that includes a review of documents, including but not limited to:

- Program Employee Handbook
- DECE Policy Handbook(s)
- Program's Family Handbook

Ensure that employees are adequately trained to work with and support the needs of all children and families, such as:

- Children with IEPs/IFSPs
- Children and families who speak a home language other than English
- Children with any other specific considerations for individual learning and development

Provide all employees with an annual formal and written performance assessments, highlighting goals, achievements, and areas for further development.

B-5 Examples of Practice

Retain and develop teaching teams and program staff by providing:

- A socially, emotionally, and professionally supportive environment that values the skills and knowledge of all staff
- Leadership opportunities that model reflection and professionalism

Maintain written professional development plans for each staff member to track their course of action for acquiring knowledge and skills in identified leadership areas.

When establishing teaching teams, consider strengths that staff members bring in order to build high-quality teams to best support children and families.

Develop an interview process that highlights what is compelling about the program and community.

Develop a summary of program strengths and supports for staff that can be shared at hiring events and interview processes to attract high-quality staff to the program.

Develop a consistent and thorough interview process that includes portfolio review, sample lesson plans, performance tasks, and references.

Create meaningful opportunities for teaching teams to:

- Lead professional learning communities (PLCs)
- Organize intervisitations
- Peer support/mentor others within the program

Develop onboarding practices that include support from colleagues and leaders.

Additional examples may include...

Program leadership teams...

6.3 build and maintain an organizational culture that motivates staff, families, and communities to work toward a shared program vision.

B-5 Examples of Practice

Revisit and review the program's vision periodically, as needed, by:

- Reviewing collected data from surveys and needs assessments
- Reshaping vision and goals in collaboration with stakeholders, NYCDOE/DECE, city agencies and other organizations

Exhibit awareness and commitment of growth-mindedness culture by planning professional learning opportunities that promote ongoing growth and learning in practice.

Distribute agendas for meetings for staff, families and the community prior to the meeting to promote transparency as well as providing online and print communications for families in languages spoken by families in the program.

Provide mechanisms for specific and actionable feedback from stakeholders to achieve goals of the program. These may include, but are not limited to:

- An open-door policy
- Consistent and ongoing meetings with stakeholders
- A suggestion box
- Family and community surveys

Provide opportunities for families, teachers and leaders to make decisions related to policy, program structure, and instructional practices to promote shared decision making, whenever possible.

Additional examples may include...

Program leadership teams...

6.4 establish and communicate clear roles and responsibilities within the program, and adopt fair and consistent processes for accountability.

B-5 Examples of Practice

Create and share clearly written job descriptions so that staff have a clear understanding of their roles and responsibilities.

Create and share clearly written roles and responsibilities for governing boards and parent advisory committees.

Meet with staff on a weekly basis to track children's attendance and plan strategies to support families struggling with frequent absenteeism.

Ensure program has a Survey Coordinator to be the point person for all communications regarding the NYC School Survey.

Create and distribute a family handbook, preferably during orientation, that includes:

- Overview of the program and program's vision
- Program's commitment to family engagement and two-way communication with families/caregivers
- Program's operating hours, including protocols for early drop-off and late pick-up
- Calendar for School Holidays and in-service days
- Curriculum and instructional approach
- Policies on attendance and absenteeism
- Behavior Guidance Policy
- Health and Safety policies that include guidelines to address infectious illnesses

Create and distribute an Employee Handbook that includes:

- Overview of the program and program's vision
- Program's education philosophy, curriculum and instructional approach
- Program Calendar
- Employee benefits
- Work conditions and hours
- Wage scale based upon position, education, training and years of experience

B-5 Examples of Practice

Offer professional learning opportunities to all staff on supporting their own resiliency and well-being.

Additional examples may include...



Program leadership teams...

6.5 develop and implement systems that facilitate efficient and sustainable program operations.

B-5 Examples of Practice

Enroll and maintain an active account in an educational staffing service agency to request certified substitute teachers, if needed.

Ensure there is a designated staff member with credentials who acts as the Education Director when this individual is not on-site.

Develop an outreach plan that includes strategies to respond to the needs of families in the community by:

- Attending community meetings
- Having open houses for families/caregivers to visit and learn about the program

Ensure program meets minimum meal requirements.

- Full-day program: a minimum of a snack and a lunch or two meals
- Half-day program: a minimum of a snack

Share a culturally diverse menu with families on a weekly or monthly basis that details the daily meals and snacks.

Ensure that all children are provided nutritious meals that meet food standards, and are inclusive of dietary restrictions.

Offer professional learning opportunities to all staff on supporting their own resiliency and well-being.

Additional examples may include...

Program leadership teams...

6.6 use responsible budgeting and financial management practices to strategically align resources to the program vision.

B-5 Examples of Practice

Ensure program has a current year operating budget that includes:

- Revenues and expenditures
- Line-item breakdowns to permit monitoring of revenue and expenditures
- Sufficient resources to achieve the program's written goals.
- Quarterly cash-flow projections that may include:
 - The prompt deposit of income
 - Methods for informing parents about money owed
 - Clear written policies and procedures regarding the collection of delinquent tuitions/fees
 - Clear written policies and procedures to maintain adequate attendance levels

Ensure that payroll, insurance, and taxes are always paid on time.

Promote transparency of fiscal policies and procedures and share with staff in writing.

Maintain a system to review and adjust budget at least on a quarterly basis.

Additional examples may include...

Program teaching teams...

6.7 collaborate with the program leadership team, families, and communities to create and communicate a shared program vision.

B-5 Examples of Practice

Actively participate in the creation of a program vision by sharing ideas and feedback with the leadership team.

Provide on-going feedback to leadership team on the program vision and its implementation.

Support the leadership team in communicating program vision to families and community members through formal and informal ways.

Reflect on how the shared program vision is implemented in individual classrooms.

Additional examples may include...

Program teaching teams...

6.8 contribute to an organizational culture that supports the shared program vision.

B-5 Examples of Practice

Prior to the beginning of the year, debrief with leadership teams and learn about enrolled children and families.

Integrate cluster/prep teachers, family/caregivers volunteers, among others, into the routines of the classroom community.

Warmly greet children and families as they arrive in the classroom. You may consider:

- Greeting children at eye level
- Calling children, family members, and staff by their preferred names as they arrive to the classroom
- Learning a few words, especially greetings, in families' home languages to welcome them into the program
- As children and families enter the program, interact with them about some activities and/or events they engaged in when they left the program the day before

Work with your leadership team on supporting families in obtaining needed services such as healthcare, mental health and hygiene, and educational evaluations and services by inviting services providers to the classroom and initiating connections and relationships with families.

Fostering a sense of community amongst children by modeling and encouraging interaction, empathy, connectedness, responsibility, and independence.

Additional examples may include...

Program teaching teams...

6.9 build a classroom community that reflects and drives forward the shared program vision.

B-5 Examples of Practice

Warmly greet children and families as they arrive in the classroom. You may consider:

- Greeting children at eye level
- Calling children, family members, and staff by their preferred names as they arrive to the classroom
- Learning a few words, especially greetings, in families' home languages to welcome them into the program
- As children and families enter the program, interact with them about some activities and/or events they engaged in when they left the program the day before

Provide opportunities for families to observe children in the classroom at various times during the school day, and schedule time to debrief with families about their observations.

Ensure families and teaching teams know each other's schedules for appointments to consult as learning partners.

Ensure that books, dramatic play props, puppets, dolls, musical instruments and other materials reflect the languages and cultures represented in the program and are non-stereotypical; when historic traditions are represented, the images must be balanced with non-traditional modern representations.

Provide opportunities for families to contribute to and participate in their children's learning experiences by extending learning beyond the classroom. Some of these might include, but are not limited to:

- Activities/events, field trips, home to school connections, in-classroom activities, and culminating celebrations at the end of Units of Study
- Supporting families' understanding of early childhood development
- Creating an effective communication system from home-to-school and school-to-home
- Improving recruitment, training, and schedules to involve families as volunteers and audiences at program activities and events
- Suggesting curriculum-related, hands-on, engaging activities families and children can do together

Additional examples may include...

Program teaching teams...

6.10 adopt, refine, and implement systems to support all aspects of classroom quality.

B-5 Examples of Practice

Meet regularly to go over roles and responsibilities in the classroom to ensure regulatory compliance at all times (Health and safety, active supervision, proper ratio, etc.)

Engage and collaborate with teaching teams from other classrooms (if applicable), as well as other program staff who support instruction (if applicable), to reflect and plan. Some strategies may include, but are not limited to:

- Sharing lesson plans
- Analyzing work samples together
- Reflecting on individual and group needs
- Ensuring that curriculum is implemented in culturally responsive ways

Work with children to develop classroom expectations and throughout the year work on cultivating and reinforcing these classroom expectations.

Develop a daily schedule that is responsive to the children's needs and includes opportunities for individual, small, and whole group learning through a balance of child and adult-initiated activities.

Obtain family feedback on classroom strengths and areas for growth through predictable, transparent, and clearly communicated structures such as:

- Surveys (annual, semi-annual, quarterly)
- Family exit interviews
- Focus groups

Self-reflect on strengths and areas for growth on an ongoing basis (e.g., keep a journal, create a reflection space on bottom of daily/weekly lesson plans).

Additional examples may include...

Program teaching teams...

6.11 proactively identify and communicate staffing and material needs, and effectively use resources to enhance their classroom community.

B-5 Examples of Practice

Ensure that there are adequate materials accessible to children in all centers, and proactively communicate to program leadership about material needs.

Maintain adult-child ratios at all times throughout the day in the classroom, routine areas, and play spaces, including:

- Communicating with office personnel if a staff member must leave the classroom for an extended amount of time
- Supervising areas used by children that are not in the classroom such as the bathroom, water fountains, and personal storage spaces

Support children and families during transitions within program (e.g. staff changes, unexpected construction/maintenance, etc.) by:

- Notifying families in advance and/or asap of changes in program operations
- Sharing contingency plans to minimize effect on children and families

Ensure the curriculum reflects the diversity of cultures, linguistic abilities, family units, abilities and customs that exist within the classroom, and community. Some sample activities may include:

- Counting from 1-10 in one of the languages represented in the classroom (rotate the language to represent the diversity of the classroom community)
- Singing good morning songs in languages represented in the classroom, including sign language (rotate the songs to represent the diversity of the classroom community)

Partner with staff to audit curricula, materials, and resources in order to:

- Identify items that promote biases and stereotypes
- Ensure positive representation of the community served, and a diverse range of communities

Additional examples may include...

