

Program Guidelines for High-Quality Early Care and Education: Birth through Kindergarten 4th Edition



Early Childhood Education
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ARIZONA DEPARTMENT OF
EDUCATION

Program Guidelines for High-Quality Early Care and Education: Birth through Kindergarten

4th Edition
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Acknowledgements

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

As Arizona’s early childhood education systems experienced significant changes, such as increased access to full-day kindergarten and the establishment of First Things First, the *Guidelines for Comprehensive Early Education Programs* required restructuring to meet the needs of our state’s early childhood programs. Through several revisions, the scope of the guidelines was expanded to include the wide variety of early childhood programs serving children from infancy through kindergarten throughout the state and was renamed *Program Guidelines for High-Quality Early Care and Education: Birth through Kindergarten*. This 4th edition was edited to align with current research and practices in Arizona.

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Introduction



Introduction

"A high-quality preschool education can foster critical development and learning that promotes joyful, affirming, and enriching learning opportunities that prepare children for success in school and life." - "A New Vision for High-Quality Pre-K Curriculum" report, National Academies of Sciences, Engineering, and Medicine.

The *Program Guidelines for High-Quality Early Care and Education: Birth through Kindergarten* is not a list of requirements, but rather a set of recommended practices for programs to use as they strive for excellence in the care, education, and growth of all young children throughout Arizona. This also involves creating a supportive environment for young children with disabilities. This document is intended to provide guidance through indicators that concretely describe what a program does to provide high-quality early care and education for children birth through age six.

Quality early education helps prepare young children for success in school and in life. Research shows that quality early childhood experiences help build resilience, social skills, and a love of learning, which results in positive social and economic benefits for everyone--children, families, communities, employers, and society as a whole.

The relationship that exists between children and their caregivers has a profound impact on the way a child's brain develops. A secure attachment has a consistent and enduring influence on a young child's social and emotional development, fosters exploratory behavior which supports learning, sets the stage for developing positive and supportive relationships with others, and enables the child to have a more balanced self-concept. These early years of rapid brain development are times of intense intellectual engagement for children as they develop language, social interactions with others, physical and spatial reasoning, categorizing, and problem solving.

Quality early education programs provide environments that will support them in becoming competent children and, ultimately, adults. Children who participate in high-quality early education programs are exposed to academics in a way that nurtures the whole child and encourages them to engage in activities with responsive, nurturing adults who promote children's optimal development when they are not with their families.

Early care and learning play an important role in the education system across communities. As such, there is a critical need for high-quality programs that provide children with the foundational skills and knowledge they need to be successful lifelong learners. There is also a greater need to strive for continuity and collaboration among early care and education programs, kindergarten, and beyond. It is essential for children to have a strong foundation in which to build further learning and development. There are many factors that contribute to a high-quality early care and education program. Some of these critical elements include:

- Caps on class or group size
- Low child-to-adult ratios
- Responsive curriculum
- Developmentally appropriate instructional strategies
- Positive, reciprocal interactions and relationships among program staff, children, and their families

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

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

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

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

- High-quality and thoughtfully designed environments
- Developmentally appropriate, evidence-based instructional strategies
- On-going assessment of children's development and learning
- Support for health and nutritional issues and related services
- Opportunities for active family involvement in their child's early education program

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

School Readiness

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

- Physical well-being and sensory-motor development
- Motor development
- Social and emotional development
- Approaches to learning
- Language development
- Cognition and general knowledge (including literacy and math skills) (Child Trends Research Brief, 2001)

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

Finally, the *Program Guidelines for High-Quality Early Care and Education: Birth through Kindergarten* reflects the importance of family and community support to enhance children's readiness for learning. The guidelines and indicators encourage collaboration among programs, families, caregivers, and communities to ensure access to high-quality and developmentally appropriate early care and education programs that align with the *Infant and Toddler Developmental Guidelines*, the *Arizona Early Learning Standards*, and the *Arizona K-12 Academic Standards for Kindergarten*.

Creating a Quality Early Education Program

The *Program Guidelines for High-Quality Early Care and Education: Birth through Kindergarten* is intended to be an additional resource utilized when designing a quality program. Other resources that programs have access to include: the Department of Health Services (DHS) licensing regulations, the *Arizona Early Learning Standards*, the *Arizona Infant and Toddler Developmental Guidelines*, the *Arizona K-12 Academic Standards for Kindergarten*, a self-study process, information on Quality First guidelines established by First Things First, and other published materials that cite indicators of quality in early education programs.

Kindergarten programs are encouraged to consider full-day kindergarten opportunities versus half-day opportunities. Research shows evidence that full-day kindergarten may contribute to the narrowing of the achievement gap and overall ensure greater outcomes for all children who participate. Full-day kindergarten allows educators to meet children’s needs while implementing the [Arizona K-12 Academic Standards for Kindergarten](#) in ways that support effective instructional strategies. Full-day kindergarten teachers can provide more individualized interaction and develop or adapt curriculum in ways that positively impact students’ development. While full-day kindergarten can be a positive experience, some families may wish to enroll their child in a half-day program. Families may consider their child’s attention span, social-emotional development, and level of interest in learning when making enrollment decisions.

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

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

This 4th edition includes significant updates and additions related to earlier versions. The original documents focused solely on environments for children aged three to five. This current edition represents a statewide effort to be fully collaborative in designing a system of early care and education that ensures all of Arizona’s young children have equal access to a high-quality early education experience from birth through kindergarten. The document incorporates the latest research and professional consensus on what constitutes “quality” in comprehensive early care and education programs. It is intended for use by all early education organizations,

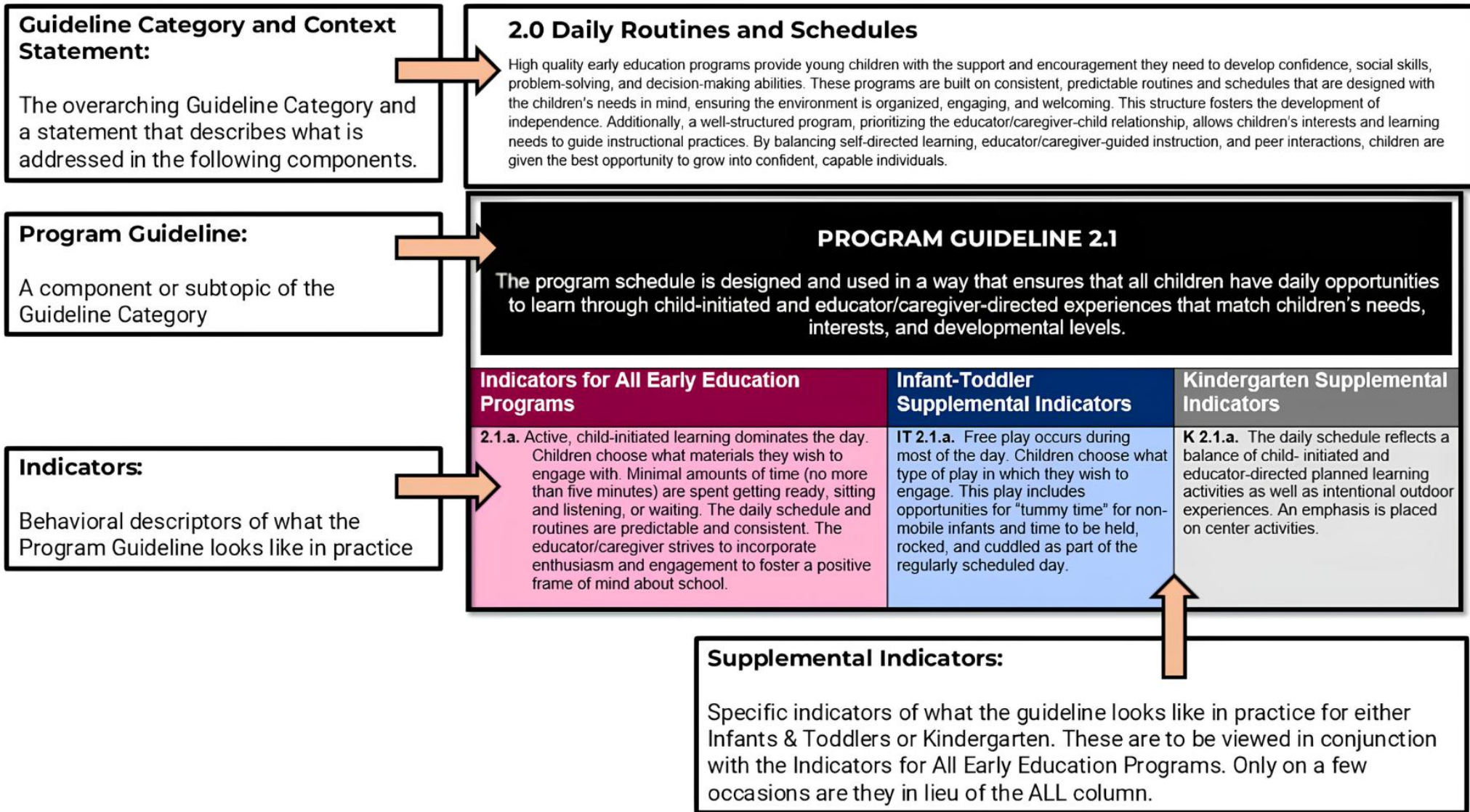
including public school districts, charter schools, federal, tribal, private early childhood education centers and home providers, their administrators, educators, and program staff, as well as government, state, and community agencies.

Uses for this tool include:

- Facilitate transitions among education programs to support young children
- Provide a short, detailed summary of developmentally appropriate practices
- Conduct self-study and program evaluation
- Utilization of the Early Childhood Quality Improvement Practices (ECQUIP) tool
- Guide and evaluate development of new programs
- Develop materials and resources for professional development, training, and technical assistance

Revisions to this edition also removed guidelines that are requirements of state licensing/certifying bodies (i.e. DHS/DES regulations for childcare facilities and homes). It is the responsibility of the program to ensure that all basic health and safety standards and regulations are met. These guidelines are supplemental to those basic, minimum standards.

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



1.0 Program Administration & Qualifications



1.0 Program Administration and Qualifications

Effective program administration is an essential component in the successful implementation of a high-quality early education program. Programs lay the foundation for program staff to focus on implementing quality, developmentally appropriate practices when they develop a written philosophy, identify efficient operational policies, hire qualified and committed staff, compensate staff fairly, and ensure on-going professional development. Since professional background and knowledge are critical components to sustainable program quality, it is necessary to address the qualifications, compensation, and continuous development of staff to enhance the experiences and outcomes of children in Arizona.

Program Guideline 1.1

PROGRAM GUIDELINE 1.1

The program uses its written philosophy as the basis for program planning, implementation, evaluation, and modification.

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
1.1.a. The concepts in the program philosophy are consistent with developmentally appropriate practices and consider the experiences and perspectives of children and their families, as well as indicators of quality.		
1.1.b. The philosophy is shared in written form with all families and program staff who administer and implement the program.		
1.1.c. The philosophy is evident in program practices at the site level.		

Program Guideline 1.2

PROGRAM GUIDELINE 1.2

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

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
<p>1.2.a. Program Administrator Qualifications: Advanced degree (master's, doctorate, etc.) in early childhood education, child development, or related field (for example, developmental psychology, early childhood special education), 6 credit hours in administration, and one year of full-time teaching experience with young children</p> <p>OR</p> <p>A bachelor's degree in early childhood education, child development, or related field (for example, developmental psychology, early childhood special education), 6 credit hours in administration, and three years of full-time teaching experience with young children</p> <p>OR</p> <p>Administrative certificate (for example, Principal's Certificate, early childhood administration certification) with at least one year of full-time teaching experience with children birth through age eight</p>		

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
<p>1.2.b. Lead Educator/Lead Caregiver Qualifications A bachelor's degree in early childhood education (or closely related field) OR Valid provisional/standard teaching certificate in early childhood education or in elementary education with an early childhood endorsement OR Current National Board Certification in early childhood education</p>	<p>IT 1.2.b. Lead Educator/Lead Caregiver Qualifications: Lead caregivers who spend the majority of their time with infants or toddlers have specialized education related to infants and toddlers (for example, infant/toddler credential, specific infant/toddler coursework, specific training such as Program for Infant Toddler Care [PITC]).</p>	<p>K 1.2.b. Teacher: Valid provisional/standard teaching certificate in early childhood education OR Valid provisional/standard teaching certificate in elementary education with an early childhood endorsement AND Anyone certified in early childhood, elementary, middle grades, or special education on or before August 1, 2025, who teaches literacy in kindergarten–grade 5 must obtain a K–5 Literacy or Reading endorsement by August 1, 2028. Senate Bill 1572 signed into law in 2021 amends A.R.S. 15-501.01(C)</p>
<p>1.2.c. Assistant Educator/Caregiver Qualifications: A Child Development Associate (CDA) credential OR A college certificate in early childhood education (or closely related field) OR An associate's degree in early childhood education (or closely related field)</p>		
<p>1.2.d. Family Child Care Provider Qualifications: A Child Development Associate (CDA) credential OR A college certificate in early childhood education (or closely related field) OR An associate's degree in early childhood education (or closely related field)</p>		

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
<p>1.2.e. Program staff degrees/transcripts obtained in a country other than the United States are formally evaluated by a national association of credential evaluation services for alignment to equivalent degrees/coursework.</p>		
<p>1.2.f. Program staff have experience and knowledge (including the languages spoken by enrolled families) to effectively work with and support the children and families within the community they serve.</p>		
<p>1.2.g. Family Support Personnel Qualifications (when applicable): Successful completion of at least a two-year degree or certificate program in the field appropriate to their job responsibilities to best meet the needs of the community (for example, health, nutrition, social services, parent involvement, disability support services). AND Experience working successfully with families, organizations, and agencies representing the family values in the community served.</p>		

Program Guideline 1.3

PROGRAM GUIDELINE 1.3

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

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
<p>1.3.a. Appropriate staff-to-child ratios and group sizes are maintained at levels which meet high-quality standards. Centers, group homes, and family childcare providers follow ratios and group sizes aligned with <i>Caring for Our Children National Health and Safety Performance Standards</i>.</p> <ul style="list-style-type: none"> No more than 7 three-year-old children per staff member, with a group size of no more than 14 three-year-old children No more than 8 four- or five-year-old children per staff member with a group size of no more than 16 four- or five-year-old children 	<p>IT 1.3.a. Appropriate staff-to-child ratios and group sizes are maintained at levels which meet high-quality standards. Centers, group homes, and family childcare providers follow ratios and group sizes aligned with <i>Caring for Our Children National Health and Safety Performance Standards</i>.</p> <ul style="list-style-type: none"> No more than 3 infants under 12 months per staff member with a group size of no more than 6 infants under 12 months No more than 4 toddlers (13-35 months) per staff member with a group size of no more than 8 toddlers 	<p>K 1.3.a. Ratios and group sizes are maintained at levels which meet high-quality standards.</p> <ul style="list-style-type: none"> No more than 20 children are enrolled per group
<p>1.3.b. In mixed age classrooms/group spaces, the program uses the ratio and group size of the youngest child enrolled.</p> <p>*Infants should not be included in mixed age classrooms/group spaces.</p>		

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
<p>1.3.c. Ratios are adjusted based upon the number of children with disabilities and the individual needs of the children enrolled.</p>		
<p>1.3.d. The program will operate a minimum of 12 hours per week and at least 170 days per year to maximize opportunities for learning.</p> <ul style="list-style-type: none"> The program will have a clear attendance policy that outlines the importance of everyday attendance, includes strategies and supports for addressing chronic absence and improving attendance. 		<p>K 1.3.d. Schools serving kindergarten children should utilize student information systems and ADE reports to monitor excessive absences and utilize evidence-based strategies to improve attendance</p>
<p>1.3.e. There is a written plan which specifies the timelines and activities for transitions into the program, within the program, and exiting the program which may include the following: meetings to help prepare families for the transition and to set expectations are held with families and educator/caregiver, visits to new programs (kindergarten, new classroom, new caregiver), home visits, etc.</p>		
<p>1.3.f. The program provides staff continuity and consistency through stable staffing patterns that allow children and families to develop relationships that best support each child's individual growth and development. For example, children and families are with the same program staff and group for more than one year or staffing patterns include regular floaters that can serve as substitutes without compromising ratios.</p>		
<p>1.3.g. Materials developed for the program, including but not limited to, educational materials, curriculum materials, evidence-based materials or family outreach materials, are reflective of enrolled families and experiences represented in the broader community.</p>		

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
<p>1.3.h. The classroom/group space (including the designed care and education space of a home) provides 35 square feet of usable <i>indoor</i> space per child.</p>		
<p>1.3.i. The program has a written policy prohibiting expulsions and suspensions, including incremental steps to prevent and address behaviors deemed problematic.</p>		

Program Guideline 1.4

PROGRAM GUIDELINE 1.4

The program provides or facilitates access to on-going professional development opportunities for the program staff to strengthen their knowledge and skills in planning and implementing appropriate and effective experiences for young children.

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
<p>1.4.a. On-going professional development and support is provided by a person qualified by education, training, and experience in early childhood education. This person may or may not be employed by the program.</p>		
<p>1.4.b. The program designs, implements, and reviews annual professional development plans for each staff member that outlines specific learning goals for program staff, and the learning goals relate directly to the groups with which the individuals work. For example, working with children with special needs, infants, and toddlers.</p>	<p>IT 1.4.b. Program staff who work the majority of their time with infants and toddlers have specified training related to safe sleeping practices for infants/toddlers, sudden infant death syndrome, and health and safety practices for infants and toddlers.</p>	
<p>1.4.c. Program staff participate in on-going professional development opportunities (a minimum of 18 documented hours annually) that increase their knowledge of current, research based early childhood theory, instructional strategies, best practices and evidence based.</p>		

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
<p>1.4.e. The program administrator collaborates with other partnering agency administrators to share information and coordinate service delivery so that children receive seamless, continuous, aligned education and care programs.</p>		
<p>1.4.f. The program administrator or designee (and all program staff, when possible) holds a membership in an early childhood education professional association and participates in activities sponsored by early childhood organizations such as advocacy days at the legislature, sitting on an organization’s board, or committees, etc.</p>		
<p>1.4.g. College and graduate coursework is encouraged for all program staff in order to obtain specialization in early childhood education.</p>		
<p>1.4.h. The program administrator conducts observations on program staff working directly with children at least twice each year to evaluate program quality and staff effectiveness.</p>		
<p>1.4.i. Supervisors meet individually with program staff regularly to participate in reflective supervision by reviewing supervisor observations, providing feedback, and discussing on-going professional growth and development opportunities and activities.</p>		

Program Guideline 1.5

PROGRAM GUIDELINE 1.5

The program provides fair compensation and benefits for the program staff to promote their important role in children's development, support the ability to attract and retain quality staff, and ensure program sustainability.

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
<p>1.5.a. Fair wages are paid to all program staff that align to the AZ Early Educator Salary Scale. Wages are reflective of program staff educational level, experience and expertise, job duties and responsibilities, schedule and hours worked, and other program-specific factors related to implementation of high-quality services. Wages are at a level that is generally sufficient to cover basic needs. There is pay parity to similar services in relevant industries in the program's geographic area.</p>		
<p>1.5.b. For educators/caregivers, compensation is at least comparable to kindergarten through third grade teachers or other similar staff within the local school district with the same qualifications and experience.</p>		
<p>1.5.c. Consistent and protected <i>paid</i> preparation, planning, and professional development time is provided to program staff when they are not directly responsible for the supervision of children. For example, to develop lesson plans and gather materials, attend professional development and training, conduct screenings, attend IEP or IFSP meetings.</p>		

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
<p>1.5.d. The program provides or facilitates access to comprehensive benefits, for all staff, that are affordable and accessible. Benefits are provided at little to no cost to the staff member, to the extent possible.</p> <p>Including but not limited to:</p> <ul style="list-style-type: none"> • Paid sick leave and vacation • Health and dental care coverage • Behavioral health services • Mental health supports • Retirement benefits • Child care financial assistance • Educational supports to complete higher education degree or certification programs 		

2.0 Daily Routines & Schedules



2.0 Daily Routines and Schedules

High-quality early education programs provide young children with the support and encouragement they need to develop confidence, social skills, problem-solving, and decision-making abilities. These programs are built on consistent, predictable routines and schedules that are designed with children’s needs in mind, ensuring the environment is organized, engaging, and welcoming. This structure fosters the development of independence. Additionally, a well-structured program, prioritizing the educator/caregiver-child relationship, allows children’s interests and learning needs to guide instructional practices. By balancing self-directed learning, educator/caregiver-guided instruction, and peer interactions, children are given the best opportunity to grow into confident, capable individuals.

Program Guideline 2.1

PROGRAM GUIDELINE 2.1

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

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
<p>2.1.a. Active, child-initiated learning dominates the day. Children choose what materials they wish to engage with. For each transition, time spent on preparation or waiting is limited to no more than five minutes. The daily schedule and routines are predictable and consistent. The educator/caregiver strives to incorporate enthusiasm and engagement to foster a positive frame of mind about school.</p>	<p>IT 2.1.a. Child Initiated play occurs during most of the day. Children choose what type of play to engage in. This play includes opportunities for “tummy time” for non-mobile infants and time to be held, rocked, and cuddled as part of the regularly scheduled day.</p>	<p>K 2.1.a. The daily schedule reflects a balance of child-initiated and educator-directed planned learning activities as well as intentional outdoor experiences. An emphasis is placed on center activities.</p>

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
<p>2.1.b. The program identifies and sets aside blocks of time daily (at least 60 min. per ½ day) for uninterrupted, intentional, child-initiated learning through play. Children’s self-directed experiences are facilitated through the use of indoor and outdoor learning areas, which might include, but are not limited to:</p> <ul style="list-style-type: none"> • Dramatic play (not limited to housekeeping) • Blocks • Art and other creative experiences (not limited to easel painting) • Library (reading-listening) • Writing • Mathematics • Sand/water • Woodworking • Music • Computers and technology • Science 		
<p>2.1.c. The daily schedule includes a balance of small group and individual experiences. The younger the child, the more the activities are individually conducted rather than in groups. The schedule is adjusted to address the varying abilities of children. For example, children with special needs, children with linguistic differences.</p>	<p>IT 2.1.c. Infants and toddlers have access to alternate activities when not participating with a group. Program staff are flexible and adjust activities or daily schedules as children join and leave a group.</p> <p>The scheduling of basic routines such as napping, feeding and diapering is flexible and meets the needs of each individual infant or toddler. Toddlers are eased into group schedules as they transition to preschool.</p>	

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
<p>2.1.d. Adult-directed learning activities are related directly to children’s real-life experiences, are presented within meaningful contexts and are presented in ways that encourage active participation.</p>		
<p>2.1.e. Educator/Caregiver-directed activities take up a minimal amount of the day. Educators/Caregivers promote learning concepts, encourage creative thinking, facilitate communication, and help develop social interactions. Activities are designed to meet the children's individual abilities and needs through self-directed learning.</p>	<p>IT 2.1.e. A variety of both active and quiet play activities are available to meet the needs of infants and toddlers.</p>	<p>K 2.1.e. Adult directed whole group learning activities take up no more than 50% of the day. Instead, children are engaged in concrete experiences that make academic content meaningful and allows for independent practice.</p>
<p>2.1.f. A procedure is used to help children think about and plan their experiences within the day’s activities.</p>		
<p>2.1.g. The daily schedule includes ample time (a minimum of 20-30 continuous minutes) for children to participate in outdoor, child-initiated learning activities that are planned and intentionally designed to meet the individual abilities and needs of the children.</p>		
<p>2.1.h. The daily schedule includes specific times when children participate in activities that encourage movement and physical activity.</p>		

Program Guideline 2.2

PROGRAM GUIDELINE 2.2

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

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
<p>2.2.a. Each child is treated with warmth, care, and respect.</p>		
<p>2.2.b. Desired behaviors are clearly stated and modeled. Children are provided with opportunities to act in ways appropriate to their age and individual needs. This includes playing, taking responsibility for routines, demonstrating helpfulness, developing and following rules for self-care and safety, appropriate handling of materials, forming friendships, and practicing consideration for others.</p>	<p>IT 2.2.b. Expectations for children's behavior are developmentally appropriate. For example, infants and toddlers showing emotional dysregulation when upset, biting, not sharing materials or apologizing.</p>	
<p>2.2.c. Daily routines and activities are designed to help reduce challenging behaviors while remaining flexible, taking into account the length of activities, availability of materials, room arrangement, developmental levels, number of children, and freedom of movement.</p>	<p>IT 2.2.c. Sufficient materials are provided, including multiples of popular items. Ample floor space is available to prevent issues related to competition or crowding among children. The space allocated is open and spacious for infants, toddlers, and adults to play. Traffic patterns do not interfere with activities. The space provides for a variety of activities and interests including special cozy areas. Quiet and active play areas are clearly separate.</p>	

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
<p>2.2.d. Program staff respond to children’s needs both quickly and in a way that appropriately provides comfort or assistance as needed. Program staff’s responses are predictable, consistent, and fair.</p>		
<p>2.2.e. Children are guided in negotiating conflicts among themselves in ways appropriate to their age and ability, with program staff facilitating rather than solving the problems. Conflicts between children are seen as opportunities for learning skills such as negotiating, stating the problem, and compromising.</p>	<p>IT 2.2.e. Distraction and redirection are appropriately used as primary strategies for resolving conflicts, helping children shift their focus in a positive way.</p>	
<p>2.2.f. The program provides children with multiple opportunities to make choices and assume leadership roles in activities, supported by positive guidance.</p>		
<p>2.2.g. Program staff demonstrate and encourage regard for others, self-regulation, and positive social interactions.</p>		
<p>2.2.h. Social relationships between children, including those with special needs, are actively facilitated by program staff during play and learning experiences.</p>		
<p>2.2.i. Children are supported in expressing their ideas and opinions comfortably.</p>		

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
<p>2.2.j. Clear, consistent, and age-appropriate rules and expectations are established, understood, and consistently enforced using positive reinforcement and logical or naturally occurring consequences.</p>		
<p>2.2.k. Techniques are used to build children’s confidence in their communication skills which may include creating a relaxed, non-threatening climate for inquiry, providing adequate wait time for responses, using open-ended questions, encouraging risk-taking responses, restating to gain insight into a child’s response, extending children’s responses, and offering supportive feedback.</p>		

Program Guideline 2.3

PROGRAM GUIDELINE 2.3

Daily activities, schedules, and routines are conducted and managed in a way that maximizes opportunities for children’s learning and ensures children’s health and safety throughout each program day.

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
<p>2.3.a. The program provides interactive and continuous staff supervision and is in compliance with state licensing and/or program accreditation requirements.</p>		
<p>2.3.b. Sufficient time is allocated for children to transition between activities (such as clean up) and prepare for the next experience. Minimizing wait time is a priority. Transitions are viewed as essential parts of the curriculum and are included in the educator/caregiver’s planning and schedule.</p>	<p>IT 2.3.a. No long periods (no more than three minutes) of waiting occur during transitions between daily activities. Incorporating a gradual approach to transitions, moving to small groups, and respecting individual needs can help minimize distress or other problems for infants and toddlers while transitioning.</p>	
<p>2.3.c. During children’s self-directed experiences, program staff move around the room and participate in children’s activities while acknowledging children’s efforts, providing new or alternative materials, asking open-ended questions, accepting and supporting children’s ideas and curiosity, and using descriptive language related to children’s efforts and learning process.</p>		

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
<p>2.3.d. A wide variety of teaching strategies and materials using all of children’s senses are incorporated to maintain children’s interests, meet their individual needs, and encourage active participation.</p>		
<p>2.3.e. Program staff effectively balance children’s understanding of an activity’s learning objective while also respecting children’s natural curiosity and interest.</p>		
<p>2.3.f. Activities are well-planned, and materials are fully ready and accessible when needed. Time is not taken away from play or other learning activity times for staff to gather materials or set up an activity.</p>		

3.0 Program Practices: Curriculum, Environment & Child Assessment



3.0 Program Practices: Curriculum, Environment & Child Assessment

NAEYC defines curriculum as “...the goals for children's knowledge and skills and the plans for learning experiences to achieve these goals” (NAEYC, 2020). High-quality early education programs align learning activities and environments with learning standards to promote development across content areas, including social-emotional, language, literacy, mathematics, science, social studies, physical development, health, and the arts. These programs emphasize both the process and content of learning, capitalizing on children’s curiosity to foster language, thinking, and problem-solving. Research shows that children learn more in programs with a well-planned, implemented curriculum (Landry, 2007). Effective programs, across various settings, require thoughtful curriculum planning and design. Assessment in early education involves observing, documenting, and analyzing children's work and progress using age-appropriate methods. This data informs decisions about the learning environment, activities, and individual needs ensuring developmentally appropriate practices for all children.

Program Guideline 3.1

PROGRAM GUIDELINE 3.1

The environment, both indoor and outdoor, evolves from children’s needs, interests, experiences, and family values; facilitates their independence, exploration, and discovery; and reflects their ideas, accomplishments, and products. The environment is not static; it changes as needed, to maximize the learning and developmental needs of all children.

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
<p>3.1.a. The classroom/group space is organized into clearly defined learning areas with open shelves and is arranged so all children, including those with special needs, can access materials independently and can function with minimal direction. Furniture is low and appropriately sized to accommodate the developmental needs of all children. The classroom/group space is arranged to allow clear visual supervision of all areas, ensuring all spaces are visible from key points in the room to promote safety and active supervision. The layout ensures unobstructed movement throughout with clear pathways that prevent congestion. Labels and pictures are used to identify different areas and materials. These visual aids help children recognize and locate items independently, promoting organization and self-sufficiency. Labeling with both words and pictures supports early literacy development and helps children of varying developmental levels, including those who are non-readers, navigate the environment more effectively.</p>	<p>IT 3.1.a. The classroom/group space is arranged so program staff can see and hear all children at all times. Furnishings are appropriate to meet the individual needs of infants and toddlers, with child-sized tables and chairs for toddlers. Program staff is provided with appropriate and comfortable seating to effectively engage with infants and toddlers.</p>	
<p>3.1.b. Furniture and equipment is the appropriate size to allow participation of all children. The classroom/group space has adequate floor space to allow for gross motor experiences indoors.</p>	<p>IT 3.1.b. Infant and toddler play areas are separate from older children.</p>	
<p>3.1.c. Each learning area is well-equipped with a sufficient and mixed selection of concrete, relevant materials and activities (including some duplicates) that cater to each child’s unique learning needs, interests, and skill level. These materials are regularly rotated to sustain children’s curiosity and engagement during center and activity time. Outdoor environments feature various surfaces to support different types of play.</p>	<p>IT 3.1.c. Routine care areas; diapering, toileting, hand washing, and feeding are easily accessible and conveniently arranged with furniture to encourage independence and the development of self-help skills.</p>	

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
<p>3.1.d. Educators/Caregivers consistently evaluate each learning area to ensure there are appropriate materials and manipulatives that align with the developmental levels of all children.</p>		
<p>3.1.e. The location and space dedicated for each learning area is designed to support the specific activities that occur there.</p>		
<p>3.1.f. Learning areas are arranged so all children can engage in experiences of their choice without distraction. Learning areas may allow for integration of experiences and materials from one area to another. Traffic patterns do not interfere with activities. The space provides for a variety of activities, experiences, and interests including special cozy areas. Quiet and active play areas are clearly separate.</p>		
<p>3.1.g. Displays of children’s work showcase their individuality and highlight their unique expressions. The items are displayed at the children’s eye level for easy viewing.</p>		
<p>3.1.h. The environment is warm and welcoming to young children, with displays that offer additional teaching and learning opportunities, without being visually overwhelming. It reflects the children, families, and community being served, creating a space that feels familiar and engaging.</p>		

Program Guideline 3.2

PROGRAM GUIDELINE 3.2

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

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
<p>3.2.a. Curricular activities are aligned with the Arizona Early Learning Standards, are developed based on assessment of children’s interests and learning needs, and reflect the current national, research and evidence-based practices for young children.</p>	<p>IT 3.2.a. Curricular activities are aligned with Arizona’s Infant and Toddler Developmental Guidelines and reflect an emphasis on the relationships between children and those who care for them.</p>	<p>K 3.2.a. Curricular activities are aligned with the Arizona K-12 Academic Standards for Kindergarten and reflect a variety of teaching strategies adapted to account for the differences of learners and capitalizes on the active and social nature of children through opportunities for independent exploration of the content.</p>
<p>3.2.b. The curriculum is sufficiently broad, evidence-based and open-ended so educators/caregivers can address the strengths and learning needs of children with varying levels of maturity and ability and can be adapted or modified to support children with special needs as well as English Language Learners.</p>		
<p>3.2.c. Curricular themes/topics reflect children’s interests, experiences, and family. Themes/Topics are relevant for children. For example, a new baby or family traditions.</p>	<p>IT 3.2.c. Curriculum is designed around the individual schedules and routines of infants and toddlers.</p>	
<p>3.2.d. Written lesson plans reflect use of the Arizona Early Learning Standards.</p>		<p>K 3.2.d. Written lesson plans reflect use of the Arizona K-12 Academic Standards for Kindergarten.</p>

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
<p>3.2.e. Program staff create daily plans that address children’s individual abilities and learning needs based on varying authentic, on-going, formative assessment(s). Daily plans utilize the Arizona Early Learning Standards, children’s strengths, children’s learning of a concept or objective, and how the plan builds on children’s prior learning.</p>		<p>K 3.2.e. Program staff create daily plans that address children’s individual abilities and learning needs based on varying authentic assessment(s) aligned to the ADE balance assessment framework.</p>
<p>3.2.f. Program staff considers children's interests and involve children in planning curricular activities. The daily program reflects variation in content by providing for physical activity, literature, verbal and artistic expression, mathematics, experiences in the (social) sciences, and spontaneous play with a wide variety of materials.</p>		<p>K 3.2.f. Opportunities to learn through play and exploration is used as an instructional strategy and is intentionally designed based on children’s needs, allowing children time to practice and apply newly acquired knowledge and skills.</p>

Program Guideline 3.3

PROGRAM GUIDELINE 3.3

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

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
<p>3.3.a. Program staff plan and implement daily routines, pretend play, and carry on discussions with children that promote higher order thinking skills rather than focusing on rote instruction activities.</p>	<p>IT 3.3.a. Educators/Caregivers participate with children in pretend play and suggest roles and new ways to play.</p>	
<p>3.3.b. Educators/Caregivers ask a variety of open-ended questions such as why and how with children to encourage use of analysis and reasoning skills including making predictions, evaluating or summarizing results, and problem-solving. Educators/Caregivers utilize self-talk & parallel-talk to describe their actions and the actions of children to promote oral language development.</p>	<p>IT 3.3.b. Educators/Caregivers ensure they are not interrupting to ask questions when the infant is focused and engaged, but instead look to the child for the invitation to engage/interact, such as making eye contact or vocal expressions toward the adult.</p>	
<p>3.3.c. Children are encouraged to communicate their thinking in different ways such as hypothesizing outcomes, explaining their reasons or processes for making decisions, proposing alternatives, explaining their creating process, or making comparisons.</p>	<p>IT 3.3.c. Toddlers are given time to find solutions with adult assistance without explicitly showing a child how to fix.</p>	

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
<p>3.3.e. Program staff regularly explain interactions, feelings, intentions, and activities highlighting the positive as the children move through their daily routines.</p>	<p>IT 3.3.e. Educators/Caregivers prepare infants/toddlers through verbal indication of next steps within the daily routines such as, "I will change your diaper now". Educators/Caregivers engage in self-talk during daily routines such as diapering, mealtimes, handwashing, etc.</p>	

Program Guideline 3.4

PROGRAM GUIDELINE 3.4

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

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
<p>3.4.a. Planned language and literacy activities for children are derived from the learning needs based on varying authentic, on-going formative assessment(s) of children's abilities, interest, and individual learning needs. There is a clear alignment to the Arizona Early Learning Standards.</p>	<p>IT 3.4.a. Planned language and communication activities are aligned with the Arizona's Infant and Toddler Developmental Guidelines and reflect an emphasis on the relationships between children and their caretaker.</p>	<p>K 3.4.a. Planned language and literacy activities are derived from the children's interests, individual instructional needs and the Arizona English Language Arts Standards for Kindergarten.</p>
<p>3.4.b. Daily routines and experiences provide a variety of opportunities for children to engage in conversation with peers independently or facilitated by adults.</p>	<p>IT 3.4.b. Educators/Caregivers use self-talk to describe their own actions as well as parallel talk to describe the actions of the children as they participate in daily activities and routines.</p>	
<p>3.4.c. Educators/Caregivers have many individual conversations with children that include several back-and-forth exchanges and the use of contingent responding (responding in ways that build on children's statements).</p>		
<p>3.4.d. Attentive listening (establish and maintain eye contact when appropriate) is done at the child's level and allows the child time to express themselves completely before responses are made.</p>		

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
<p>3.4.e. Educators/Caregivers respond to children’s verbal expressions and conversations by repeating, extending and elaborating on children’s ideas.</p>	<p>IT 3.4.e. Educators/Caregivers effectively interpret and respond to children's attempts at language in a timely manner.</p>	
<p>3.4.f. Children are assisted in finding words to describe their experiences, by providing facts, labels, cues, or hints. This will increase their vocabulary use and understanding of words that are spoken, read, or sung.</p>		
<p>3.4.g. Children acquire practical listening skills, such as listening for appreciation and comprehension, and learning to value each other’s ideas and point of view through educator/caregiver modeling of attitude and behavior towards others.</p>		
<p>3.4.h. Pictures, signs, functional print, and literacy products developed by children are displayed throughout the classroom/group space.</p>	<p>IT 3.4.h. Materials posted throughout the setting are where infants and toddlers can easily see and interact with them, on the floors, on low shelves, etc. Materials are of objects, people and experiences familiar to children such as families and pets.</p>	
<p>3.4.i. Daily literacy experiences should focus on foundational emergent and early literacy skills that include a focus on building oral language, background knowledge. Daily literacy experiences include hearing and telling original stories, retelling stories from books, hearing and telling flannel board stories, learning nursery rhymes, finger plays and poems, reading and re-reading pattern and predictable books, role playing and fantasy play, and using puppets.</p>	<p>IT 3.4.i. Educators/Caregivers use the materials in the setting to engage children in language activities by talking to them about what they see.</p>	<p>K 3.4.i. Daily literacy experiences should focus on background knowledge, oral language development, comprehension, alphabet knowledge, phonemic awareness, and phonological awareness and are aligned to AZ Kindergarten Standards.</p>

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
<p>3.4.j. Children are read to both in groups and individually. Educators/Caregivers are trained in “how” to read to young children utilizing methods that encourage children to interact with books and read along in a developmentally appropriate manner.</p>	<p>IT 3.4.j. Infants and toddlers are read to individually or in very small groups of interested children. Once children lose interest, they are not expected to remain with the educator/caregiver or group but are allowed to make new choices instead. Book times are warm and interactive.</p>	
<p>3.4.k. Children have daily opportunities to be supported in the development of key emergent literacy skills aligned to the science of reading such as phonemic awareness, comprehension, alphabetic principles, emergent writing, background knowledge, etc. Supporting these key areas may include:</p> <ul style="list-style-type: none"> • Recipes and directions • Shared reading and writing to carry out daily routines • Handling books and environmental print. For example, newspapers, magazines, greeting cards, maps, product labels, and signs • Reading alone, to others, or using audio recording • Sharing books from home • Using the program library • Using the listening center, lap book reading (individual) • Discussing pictures • Listening to presentations by authors • Dictating stories • Writing and/or illustrating books • Re-writing pattern books • Keeping a diary or journal • Labeling photographs, pictures, and artwork 		<p>K 3.4.k. Educators should ensure that children are exposed to daily early literacy practices aligned to the science of reading and that they are using high-quality instructional materials per the Move On When Reading requirement. Supporting these key areas may include books, oral stories, computer technology, media, environmental prints, magazines, and newspapers.</p>

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
<p>3.4.i. Daily literacy experience should focus on foundational emergent and early literacy skills that include a focus on building oral language, background knowledge. Books are accessible to children throughout the environment, rather than only in the library area. Reading materials are incorporated into other areas of the room in meaningful and relevant ways. The books reflect a wide variety of topics, styles, and structures appropriate to young children. Examples may include: cookbooks and magazines in the dramatic play area, books about specific artists' works in the art center, books about architecture in the block area, or books which extend a curricular topic or theme in the writing area.</p>		<p>K 3.4.i. Daily literacy experiences should focus on background knowledge, oral language development, comprehension, alphabet knowledge, phonemic awareness, and phonological awareness and are aligned to AZ Kindergarten Standards.</p>
<p>3.4.m. Opportunities for children to engage in self-initiated writing experiences are encouraged, provided, and facilitated. Educators/Caregivers respond to children's writing with interest and enthusiasm. Children have many opportunities to tell stories through their drawings, paintings, and by incorporating printed letters.</p>	<p>IT 3.4.m. Infants and toddlers have opportunities to develop fine motor skills throughout their daily routines, activities, and play. For example, toys and manipulatives encourage the development of grasp, finger foods, and infant/toddler sized eating utensils.</p>	<p>K 3.4.m. Educators engage children in the various forms of writing (journaling, classroom rules, experiments, recipes, labels, directions, storytelling, letter writing, etc.) to encourage children to view themselves as writers.</p>
<p>3.4.n. Children are immersed in a print-rich environment. Learning areas are visually inviting and well supplied with a variety of print materials in addition to word and alphabet games. The alphabet is displayed at or slightly above the children's eye level and children's names are available in written form in several areas within the classroom/group space.</p>		

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
<p>3.4.o. The classroom/group space is labeled with pictures and words as a pre-literacy strategy for all children. For children with disabilities, an alternative system of communication is utilized such as the Picture Exchange Communication System (PECS) or augmentative communication device.</p>		
<p>3.4.p. Educators/Caregivers incorporate advanced vocabulary within the context of activities and conversations and connect new vocabulary with the experiences and information with which children are familiar.</p>		
<p>3.4.q. Educators/Caregivers ask open-ended questions that allow students to respond.</p>		

Program Guideline 3.5

PROGRAM GUIDELINE 3.5

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

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
<p>3.5.a. Planned math, science, and social studies activities are derived from the on-going, formative assessment of children’s abilities, interest, and individual learning needs and are clearly aligned with the Arizona Early Learning Standards.</p>	<p>IT 3.5.a. Curricular activities are aligned with the Arizona Infant-Toddler Developmental Guidelines and reflect an emphasis on the relationships between children and educators/caregivers.</p>	<p>K 3.5.a. Planned math, science, and social studies activities are derived from the children’s interests, individual instructional needs and the Arizona K- 12 Academic Standards for Kindergarten.</p>
<p>3.5.b. Developmentally appropriate math experiences emphasize exploration and inquiry. Math strategies and concepts are introduced with hands-on experiences and concrete materials. There is an opportunity for child choice as well as guided activities that support various levels of readiness.</p>	<p>IT 3.5.b. Children have access to a wide variety of blocks and other materials that stack and nest, are used for building and come in different shapes, colors, textures and sizes.</p>	<p>K 3.5.b. Math experiences are provided to each child with concrete materials to manipulate. The child’s improved ability to focus enables the educator to conduct 15-20 minute activities that specifically support the acquisition of math concepts.</p>
<p>3.5.c. Numerical concepts are learned through daily routines and activities and are presented as meaningful everyday experiences rather than rote instruction. Examples of appropriately introducing number concepts include: counting how many children are present when trying to decide how many plates and napkins to set out on the table for snack, working to keep the playground clean, and counting a specified number of pieces of trash to throw away.</p>	<p>IT 3.5.c. Children have time and space for activities that allow them to explore from different physical positions (such as cruising, walking, crawling) to support their development of understanding where things are in space and introduce them to spatial relationships.</p>	

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
<p>3.5.d. Math experiences such as counting, determining quantity, classifying, sorting, creating sets, and making patterns are provided to each child with concrete materials to manipulate. Educators/Caregivers comment on the results of children’s exploration with materials such as when they make patterns or sort items by attributes.</p>		
<p>3.5.e. Educators/Caregivers use academic language related to math to describe experiences during daily activities and routines and extend math concepts through other curricular activities such as music, literature, science, block building, cooking, finger plays, and games.</p>		
<p>3.5.f. Educators/Caregivers use academic language related to science in order to develop children’s vocabulary and concept development around problem-solving, experimentation and investigation.</p>		
<p>3.5.g. Building with blocks is encouraged by creating a large open area with ample blocks and sufficient time to build. Building supplies are accessible to children and come in a variety of textures, shapes, sizes, and materials.</p>		
<p>3.5.h. Educators/Caregivers encourage children to solve problems on their own by giving cues, asking questions, and modeling, rather than giving direct information or instruction on how to accomplish a task.</p>		
<p>3.5.i. Educators/Caregivers encourage creative thinking by asking a variety of “what if” questions as children are handling and exploring various materials.</p>	<p>IT 3.5.i. Educators/Caregivers expand children’s language attempts by adding descriptive words and ideas to children’s statements about their environment and families.</p>	

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
<p>3.5.j. Science-related experiences are presented as hands-on experiments in which children are encouraged to hypothesize, observe, make predictions, and draw conclusions on their own rather than simply watching as the educator/caregiver conducts the activity. Children are provided opportunities to create their own investigations and experiments.</p>		
<p>3.5.k. Children are provided opportunities to document their observations and conclusions in pictures or in writing.</p>		
<p>3.5.l: Educators/Caregivers ask questions and engage children in discussion about their explorations. The discussions should encourage children to think critically and reflect on their work.</p>		
<p>3.5.m. Materials, such as measuring tools, magnifiers, graph paper and clipboards that engage children in collecting, recording, and analyzing data are easily accessible and used during children’s play and exploration time.</p>	<p>IT 3.5.m. Many materials are available which encourage sensory exploration such as different sounding rattles and instruments, varied textures, and a variety of brightly colored toys. Educators/Caregivers plan and implement a wide variety of activities which encourage children’s tactile exploration, such as materials that are soft, smooth, rough, and moldable.</p>	

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
<p>3.5.n. When computers are available for children’s use, the software emphasizes creativity and problem solving rather than drill and practice of isolated skills. Software reflects the interests of the children and is used to extend learning of class themes. Time using computers, televisions or devices with a “screen”, is limited to a maximum of one hour per full day period (6 or more hours), 30 minutes per half-day period (less than 6 hours).</p>	<p>IT 3.5.n. During no portion of the day are infants or toddlers using computers, televisions, or other devices with a “screen”.</p>	
<p>3.5.o. When technology is available, it is used as a supplement to concrete experiences and materials and educators/caregivers are actively involved with children using them. Educators/Caregivers ask a variety of how and why questions and provide needed support when children are using the technology.</p>	<p>IT 3.5.o. During no portion of the day are infants or toddlers using computers, televisions, or other devices with a “screen.”</p>	
<p>3.5.p. Props and materials depicting the various environments and communities represented by the children in the program are accessible and visible throughout the classroom/group space.</p>		
<p>3.5.q. A variety of materials are accessible that encourage children to seek out information about various topics of study, such as books, maps, globes, calendars, flyers, and charts.</p>		
<p>3.5.r. When describing new concepts, activities or events, educators/caregivers use language that connects children’s prior learning and experiences to the new information.</p>		

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
<p>3.5.s. Children are provided with a variety of opportunities to explore and pretend about the roles people play at work, at home, or while providing services to others. Props and materials extend children’s play and learning related to interactions between people, resources, and communities.</p>		
<p>3.5.t. Sand and/or water play is available daily with a wide variety of materials rotated in and out of the area. The activities vary with the materials. For example, sink/float, washing, bubbles, and wet/dry sand.</p>	<p>IT 3.5.t. Sand (for children 18 months and older) and/or water play is made available daily and is set up to allow for effective play activities to occur (enough space, enough materials, etc.).</p>	

Program Guideline 3.6

PROGRAM GUIDELINE 3.6

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

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
<p>3.6.a. Educators/Caregivers plan creative arts activities that engage a child's imagination through music, visual arts, movement and dance, and drama. Creative arts engage children across all domains—cognitive, language, social, emotional, and physical. Activities provide children opportunities to develop fine and gross motor skills within indoor and outdoor environments.</p>	<p>IT 3.6.a. Curricular activities are aligned with the Arizona Infant and Toddler Developmental Guidelines and reflect an emphasis on the relationships between children and caregivers. Gross motor play areas are not crowded and are free of clutter. Materials are available to encourage the development of large motor skills such as crawling, walking and climbing.</p>	<p>K 3.6.a. Creative arts (including visual art, music, and dramatic play) activities planned and provided for children are derived from the children's interests, individual instructional needs and the Arizona K-12 Academic Standards for Kindergarten.</p>
<p>3.6.b. Musical experiences include different musical genres and are integrated throughout the day. For example, during transitions, at the listening center, during free-choice time, and outdoors.</p>	<p>IT 3.6.b. A variety of musical toys or instruments are accessible to infants and toddlers throughout the day. Educators/Caregivers informally chant and sing with children daily and encourage infants and toddlers to dance, clap or sing along.</p>	

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
<p>3.6.c. Art experiences focus on the exploration of materials, self-expression, and the creative process. A variety of age and ability appropriate materials should be made available, including materials that provide opportunities for children to create two or three-dimensional art. Creative arts activities are deliberately open-ended, foster divergent thinking, and support the process without particular attention on the product.</p>	<p>IT 3.6.c. A variety of art materials are accessible and appropriate to the specific age of the children. For example, large crayons or paintbrushes for two-year-olds, play-dough and finger-paints for younger toddlers. A variety of age and ability appropriate art materials are introduced as children's developmental needs change.</p>	
<p>3.6.d. Children are exposed to a variety of art mediums produced by various artists (for example, sculptures, paintings, collages, textiles).</p>		
<p>3.6.e. A dramatic play area is available in the classroom/group space and is accessible for children daily. Varied props and materials should be available to encourage children to fully expand their role playing, practice self-regulation, build vocabulary, and practice concepts.</p>		<p>K 3.6.e. Dramatic play is used as an instructional strategy to integrate learning and practice concepts across the content areas of the Arizona K-12 Academic Standards for Kindergarten and the English Language Proficiency Standards (ELPS).</p>

Program Guideline 3.7

PROGRAM GUIDELINE 3.7

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

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
<p>3.7.a. The program has written policies and systematic procedures aligned to the balanced assessment framework.</p>		<p>K 3.7.a. The program has written policies and systematic procedures aligned to the balanced assessment framework.</p>
<p>3.7.b. Program administration review anecdotal notes, portfolio collections, and documentation of children's development regularly to ensure integrity of the information and that it is being collected on an on-going basis.</p>		
<p>3.7.c. The program requests a copy of the IEP or IFSP from families or service providers. The program staff will become familiar with the child's adaptations, modifications, and/or accommodations and goals.</p>		
<p>3.7.d. Information elicited from families about children’s experiences at home is included in the documentation of growth and development. Methods for gathering and documenting information received from families may include child information surveys, daily communications, conferences between families and educators/caregivers, etc.</p>		

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
<p>3.7.e. When developing written lessons or activity plans, specific learning objectives are included and relate directly to information gained from the child's documentation of growth and development, IEP or IFSP. Strategies to fully involve all children with special needs, including gifted and talented, are included based on their individual educational needs.</p>		
<p>3.7.f. If systematic monitoring of a child's development indicates the possible need for further evaluation, families are referred to the appropriate health, education, or intervention agency known as AZ Find.</p>		
<p>3.7.g. The program is familiar with the referral process and supports families through the referral process as needed.</p>		

4.0 Linguistic & Community Integration



4.0 Linguistic & Community Integration

Experiences that reflect families' environments and communities are an essential part of children's lives. High-quality early childhood programs intentionally demonstrate respect for and integrate families' experiences and language into their curriculum and environments.

Educators/Caregivers in high-quality early education programs develop positive, mutual relationships with children and their families by using linguistically responsive and affirming practices which include: showing acceptance and respect for all; integrating languages and family values into the on-going experiences of the program; supporting dual language instruction for children who are dual language learners (DLL) and emergent bilinguals; and finding ways to reach out to and communicate effectively with everyone. This creates a learning environment where all children feel valued, affirmed, and included.

Quality, family-centered practices occur when caregivers provide opportunities for play and interaction that help children understand that each person has their own unique strengths, interests, and perspectives that contribute to their community as a whole.

Program Guideline 4.1

PROGRAM GUIDELINE 4.1

Linguistic and family-centered needs are met by emphasizing strategies for integrating family and community values into all curricular areas.

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
<p>4.1.a. The program provides appropriate experiences in the home language of children and families who speak languages other than, or in addition to, English, whenever possible.</p> <p><i>*Whenever possible</i> is referenced as a program's ability to meet the indicators with capacity, funding, and resources.</p>		

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
<p>4.1.b. All written communication is translated, either orally or in writing, into the languages of the families enrolled, whenever possible.</p>		
<p>4.1.c. Family workshops, meetings, and discussions include relevant information and are conducted in the family's home language and/or with translation provided, whenever possible.</p>		
<p>4.1.d. Program staff partner with families to select and incorporate a variety of materials such as books, music, audio, and play materials that reflect the community and languages of the children present.</p>		<p>K 4.1.d. Materials such as books and audio media are provided for children in English.</p>
<p>4.1.e. The languages, traditions, and values of the children and community are respected and reflected in the environment, curriculum, and materials available.</p>		<p>K 4.1.e. The languages, traditions and values of the children and community are part of the themes incorporated into the daily curriculum. Teaching is conducted in English (A.R.S. Article 3.1, 15-752).</p>
<p>4.1.f. Materials and equipment in the early education environment (for example, pictures, posters, photographs, books, puzzles, dolls, and toys) reflect the communities and families served.</p>		
<p>4.1.g. Sensitivity to and acceptance of each child's family values, experiences, and/or special needs are demonstrated.</p>		
<p>4.1.h. Families, volunteers, and community visitors are invited into the early childhood environment to share their backgrounds, skills, stories, celebrations, and foods to enhance awareness, acceptance, and understanding of others.</p>		

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
<p>4.1.i. Program staff have knowledge of children’s language acquisition and effective instructional strategies to support their language development. This may be demonstrated by giving sufficient time for children to understand and respond, by giving nonverbal cues, and by making explicit efforts to communicate often with all children.</p>		
<p>4.1.j. Educators/Caregivers implement nurturing and responsive practices, curriculum, and environments that foster trust and emotional security that are communication-rich and language-rich.</p>		
<p>4.1.k. The program recognizes multilingualism and biliteracy as strengths and implements evidence-based teaching practices that support children’s language development, including ensuring a responsive bilingual educator/caregiver is in the child’s early learning environment whenever possible.</p>		

5.0 Family Engagement & Support



5.0 Family Engagement & Support

A quality program recognizes families as valued partners in learning. Developing mutual respect, cooperation, and an understanding of the environment and community in which the child lives is essential. High-quality early education programs establish and maintain frequent two-way communication with families and involve them in all decisions about their children. Programs regularly engage families in activities that promote the development and health of their children. Families are supported with information, resources, and services based on individual needs.

Program Guideline 5.1

PROGRAM GUIDELINE 5.1

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

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
<p>5.1.a. A program handbook is given to families as they begin services and includes the following information:</p> <ul style="list-style-type: none"> • Information about the program, its learning philosophy, and its staff • Program calendar • Child attendance policy • Support for children with disabilities • Developmentally appropriate expectations used to attain program goals • Opportunities for family participation • Ways families can promote learning at home and within the community • Supports to prepare their child for transition into the program, from classroom/group space to classroom/group space, and preparation to enter kindergarten. 		

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
<ul style="list-style-type: none"> • Health and safety policies • Emergency procedures • Fees and financial policy • Authorized pick-up policy • Signature page for family to acknowledge receipt of the handbook 		
<p>5.1.b. All communication with families is positive and respectful. Communication with families may occur in the following ways to support transparency and build connections with families:</p> <ul style="list-style-type: none"> • Respectful and responsive program staff • Regularly scheduled newsletters that contain current information about the program • Family meetings that are scheduled regularly via phone, virtually, or in-person at the program or through home visits • A designated area with community resources and information that is accessible to families • Timely responses to family requests and/or needs 		
<p>5.1.c. Families are encouraged to participate in setting goals for their child(ren) and in assessing their growth and development.</p>		
<p>5.1.d. Conferences are held at least three times a year with families to discuss children’s on-going developmental progress. When necessary, referrals for further screenings and/or evaluations are made.</p>		

Program Guideline 5.2

PROGRAM GUIDELINE 5.2

Families are provided with information, resources, and opportunities to engage them as active partners in their child's education.

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
<p>5.2.a. Families are encouraged to visit any time during the day to observe, play, read, and/or share their experiences, skills, and interests.</p>		
<p>5.2.b. The program understands that there may be differences in educational philosophies and offers opportunities to support families in understanding the educational philosophies of the program.</p>		
<p>5.2.c. Varying family schedules (such as work/school schedules, community, and religious observances) are considered when planning opportunities for involvement in workshops, conferences, speakers, field trips, etc.</p>		
<p>5.2.d. A variety of strategies are used to make families feel welcome and engaged. Examples include personally greeting families as they enter the program setting, including families in planning activities, allowing families to volunteer during program time as well as outside of program schedule, and recognizing volunteers for their service.</p>		

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
<p>5.2.e. Procedures are shared with volunteers that enable them to interact directly with children in developmentally appropriate ways.</p>		
<p>5.2.f. The program provides resources, educational opportunities, and referrals to meet the needs and interests of families, which could include the following topics:</p> <ul style="list-style-type: none"> • School Readiness • Parenting skills • Activities to support language and literacy development in the home • Activities to support families with transitions • Medical/Dental topics • Mental/Behavioral health • Nutrition and physical health • Typical and atypical child development • Family/Community partnerships • Family support topics (for example, employment skills, budgeting, single-parenting, education opportunities, adult literacy) • Support for families of children with special needs 		
<p>5.2.g. The program supports and communicates with families on their child's development and learning aligned with Move On When Reading (MOWR) policies, dyslexia family resource guide, etc.</p>		
<p>5.2.h. The program has a specified policy and procedure for all child transitions that includes, but is not limited to, communication with families, timelines, documentation, and interfacing with other programs/schools.</p>		<p>The program has a specified policy and procedure for all children transitioning to 1st grade that includes, but is not limited to, communication with families, timelines, documentation, and interfacing with other programs/schools.</p>

Program Guideline 5.3

PROGRAM GUIDELINE 5.3

Families are viewed as partners and have opportunities to provide input and feedback on the program.

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
<p>5.3.a. Families have regular opportunities (through options such as family councils, advisory boards, surveys, and interviews) to make suggestions about their children's learning environment, program policies, and program activities.</p>		
<p>5.3.b. Families have on-going opportunities to provide input on program menu planning to incorporate foods that meet children's preferences, nutritional needs, dietary issues, and family values.</p>		
<p>5.3.c. Families participate in program self-assessment activities.</p>		
<p>5.3.d. Families' preferences and goals for their children are acknowledged with respect and sensitivity and are considered when making program decisions.</p>		

6.0 Health & Nutrition



6.0 Health & Nutrition

The health and nutrition goal of the program is to help staff, children, and families understand how nutrition, community, physical activity and health impact a child’s readiness to learn.

A child’s overall physical and mental health, including adequate nutrition, social emotional well-being, physical activity, and safety are all parts of a comprehensive early education program and directly affect social, emotional, and cognitive development. Some activities that enhance children’s health include promoting developmental and sensory screenings, modeling positive attitudes about food and bodies, including an adults’ willingness to try new foods, promoting physical activity, and increasing the families’ knowledge and ability to access children’s preventive health care.

Program Guideline 6.1

PROGRAM GUIDELINE 6.1

The program assesses and meets children’s general health status and developmental needs.

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
<p>6.1.a. Program curriculum aligns with the Physical Development and Health content area of the Arizona Early Learning Standards and will include concepts related to health promotion and disease prevention (for example, personal hygiene, nutrition, physical activity and safety).</p>		<p>K 6.1.a. Program curriculum aligns with the Arizona K-12 Academic Standards for Physical Education and will include concepts related to health promotion and disease prevention (for example, personal hygiene, nutrition, physical activity and safety).</p>
<p>6.1.b. The program documents child and family health history, medication, growth, allergies, immunization, hospitalizations, special needs, etc.</p>		

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
<p>6.1.c. The program connects with community resources/partners to provide vision, hearing, and dental screenings at the program. The program conducts developmental screenings and shares results with families. The program assists families with obtaining and providing referrals for medical, vision, hearing, dental, and developmental screenings and provides referrals to nutrition resources.</p>	<p>IT 6.1.c. Families are provided with information regarding the American Academy of Pediatrics (AAP) recommended practices for health and developmental screening. Families are encouraged to discuss with their child’s doctor the need for developmental screening at well-child visits for children 9, 18, and 24 months of age.</p>	
<p>6.1.d. Program staff follow up with families after screening activities to identify further information or assistance the family might need. Program staff participate in planning meetings for additional services as requested by the family.</p>		
<p>6.1.e. The program provides families with information and resources about direct local health services (for example, vaccines, health clinics, WIC, SNAP, farmers markets, etc.).</p>		
<p>6.1.f. The program complies with the regulations set by the Arizona Department of Health Services (AzDHS) and the Bureau of Child Care Licensing, tribal regulations, and appropriate county health codes when handling food (snacks, sack lunches, special diets, food from home to group, etc.).</p>		

Program Guideline 6.2

PROGRAM GUIDELINE 6.2

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

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
<p>6.2.a. Health education is included in the family education portion of the program in the form of workshops, guest speakers, handbooks, and home visits.</p>		
<p>6.2.b. Information is provided to families on community health services.</p>		
<p>6.2.c. The program provides information about sites with accessible immunizations as required by the Arizona Department of Health Services (AzDHS).</p>		
<p>6.2.d. Information and resources regarding behavioral or mental health services are provided.</p>		
<p>6.2.e. Families are educated regarding well-balanced meals/snacks that may be brought from home. They are instructed that food brought from home is stored appropriately until consumed, and items should be dated and labeled with the child’s name and food contents.</p>	<p>IT 6.2.e. Families with infants are provided with information and resources on the value of breastfeeding, car seat safety, and safe sleeping practices.</p>	
<p>6.2.f. Families are encouraged to actively participate in program nutrition and gardening activities during family engagement events. Program nutrition resources are shared with families.</p>		

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
<p>6.2.g. Programs access resources from community agencies and programs, such as the Child and Adult Care Food Program (CACFP), Women, Infants and Children (WIC), Dairy Council, Cooperative Extension tribal and health departments, to assist in expanding nutritional awareness for the program staff, children and families.</p>		
<p>6.2.h. Families are provided with information and resources related to sun and water safety.</p>		

Program Guideline 6.3

PROGRAM GUIDELINE 6.3

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

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
<p>6.3.a. Meals and/or snacks are planned to meet the child’s nutritional requirements in accordance with the Child and Adult Care Food Program (CACFP) Guidelines.</p>	<p>IT 6.3.a. Children older than 24 months are no longer given whole milk unless otherwise specified by the family.</p>	
<p>6.3.b. Menus specify foods to be served and are planned at least one week in advance. These menus are dated, posted in the program’s entrance area, and kept on file when complete.</p>		
<p>6.3c: Dietary modifications are a cooperative effort between caregivers, a trained health care provider, and the program staff.</p>	<p>6.3.c. Mothers are welcomed into the program on a schedule that meets their infant’s needs to provide for breastfeeding. The program supports families choosing to breastfeed by allowing a place to express milk at the facility. The program ensures formula and human milk are stored and prepared properly (according to Center for Disease Control (CDC) and AzDHS Child Care Licensing rules).</p>	
<p>6.3.d. The program plans meal experiences that honor and respect family and community food practices.</p>	<p>IT 6.3.d. New foods are introduced to infants according to family schedules and preferences.</p>	

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
<p>6.3.e. Families are provided regular (quarterly at a minimum) opportunities to provide input on program menu planning.</p>	<p>IT 6.3.e. Infants and toddlers are fed on individually determined schedules.</p>	

Program Guideline 6.4

PROGRAM GUIDELINE 6.4

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

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
6.4.a. The program's curriculum integrates the introduction of new foods, food preparation, and tasting experiences.	IT 6.4.a. Foods are prepared developmentally appropriately.	
6.4.b. The program offers opportunities (during mealtimes, lessons, etc.) for all children to develop the attitudes and skills needed to make informed food choices.		
6.4.c. Menus include foods that offer a variety of shapes, sizes, textures, and tastes to encourage children to explore a broad range of foods.		
6.4.d. The curriculum includes gardening experiences to encourage a respectful understanding of the origin of food, including the growing and harvesting cycle.		
6.4.e. The program integrates adult-led and child-led activities around learning about exercise and movement.		
6.4.f. The program includes activities about health and safety information such as wearing helmets, dangers of poisons, injury prevention, etc.		

Program Guideline 6.5

PROGRAM GUIDELINE 6.5

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

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
<p>6.5.a. Mealtime is a pleasant and social learning experience for children. Adults support children in feeling good about their bodies and model attitudes that accept differences with respect to body size and shape.</p>		
<p>6.5.b. At least one adult sits with children during meals to provide a positive role model, encourage conversation, and model eating both new and familiar foods. Program staff work with families to support developmentally appropriate feeding skills and positive attitudes about food and bodies.</p>	<p>IT 6.5.b. Infants are fed individually by a single adult providing personalized care, attention and interactions. Toddlers are fed in small groups to provide opportunities for both adult and child interactions during meals.</p>	
<p>6.5.c. Children are encouraged to serve themselves, to the extent possible, and assist with set-up and clean-up of meals.</p>		
<p>6.5.d. Chairs, tables, and eating utensils are suitable for the size and developmental stages of children.</p>	<p>IT 6.5.d. Infants who are developmentally ready for sitting are fed in individual feeding chairs rather than in group feeding tables. Toddlers sit in groups around tables where the distance between children can be adjusted.</p>	

7.0 Community Outreach & Collaboration



7.0 Community Outreach & Collaboration

Success is achieved when early education programs, schools, businesses, and the community work together to strengthen the family’s ability to meet its own needs. Being familiar with and connected to the community and local resources ensures comprehensive, appropriate, and supportive service delivery for families. This comprehensive approach is accomplished by identifying families’ needs, building upon their strengths, and seeing the child in the context of the whole family. Services for families should ensure expanding knowledge of caregiving and child development, building resilience, providing opportunities for developing social connections, effectively connecting families to community resources, and referring to specialized services when needed.

Program Guideline 7.1

PROGRAM GUIDELINE 7.1

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

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
7.1.a. The program takes an active role in identifying local resources and community partners and shares this information with families.		
7.1.b. The program provides opportunities for communication and collaboration among families/caregivers, early care and education providers, community leaders, tribal nations, school and district personnel, family literacy educators, special educators, and social service agency representatives that support family and child well-being.		
7.1.c. The program is included in the activities sponsored by community partners, tribal nations, and schools.		

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
<p>7.1.d. The program works with community partners to ensure children and families transition smoothly from their home to the program and between programs.</p>		
<p>7.1.e. The program collaborates with schools and community programs to facilitate an effective transition to kindergarten.</p>		<p>K 7.1.e. The program collaborates with schools and community programs to facilitate an effective transition to first grade for children.</p>
<p>7.1.f. When a child needs to attend more than one program to meet the needs of the child and/or family, the program will collaborate with other care and education providers who work with the child. Circumstances that require attendance at more than one program may include but are not limited to:</p> <ul style="list-style-type: none"> • Extended hours • Specialized services (for example, OT, PT) • Part-day kindergarten • Special education preschool 		

8.0 Program Evaluation



8.0 Program Evaluation

Effective program evaluation is intentional, on-going, comprehensive and collaborative. The systematic collection of evaluative information can offer a broad view of strengths, as well as needs and challenges the program may be experiencing. Program goals are determined by the collaborative efforts of the team conducting the evaluation and are clearly defined and communicated to all interested parties. The process is used for professional growth of the staff and improvement of the program. Program evaluation is integral to the maintenance of high quality.

Program Guideline 8.1

PROGRAM GUIDELINE 8.1

The program is evaluated on an on-going basis, and the results are used to acknowledge strengths and address challenges.

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
<p>8.1.a. The program conducts an annual review to identify how their program practices are aligned to the set of recommended practices defined in the Guidelines for High-Quality Early Care and Education and any other standards or guidelines that are meaningful to the program; additional reviews are conducted whenever a significant change occurs.</p>		
<p>8.1.b. The program uses multiple methods to determine program effectiveness and quality. Methods of collection include but are not limited to:</p> <ul style="list-style-type: none"> • Family surveys • Teacher observations • Staff surveys/input • Stay interviews/exit interviews • Program evaluation tools 		

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
<p>8.1.c. Program evaluations involve collaboration with a variety of interested parties, which may include but are not limited to:</p> <ul style="list-style-type: none"> • Program staff • Administrators • Community/business partners • Families 		
<p>8.1.d. The program uses data from both internal and external reviews in designing quality improvement goals.</p>		

Glossary of Terms



Glossary of Terms

- **accessible:** can be used, entered, reached or obtained independently
- **adult-directed activities:** activities that adults plan and facilitate to help children learn new skills, concepts, or behaviors
- **affirming practices:** practices that are responsive to and respectful of the norms, traditions, values, experiences, and languages of the children and families served to promote a sense of belonging
- **all:** intended for any adult who cares for and supports young children in any early care and education setting including urban, rural, and tribal communities
- **brainstorming:** a group technique designed to generate many ideas for the solution of a problem
- **caregiver:** the care and education of children in early childhood education settings
- **child-initiated activities:** activities that children choose, lead and explore
- **closely related field:** a career or profession that includes specified coursework and training in the theories and practices of early childhood education and supporting the growth and development of children ages birth to five
Coursework might include child growth and development, leadership in early childhood settings, early childhood curriculum implementation, assessing young children, early childhood professionalism, or family and community engagement.
- **community:** a group of people who share common experiences, beliefs, and characteristics
- **descriptive language:** using vivid and detailed words and phrases to create a clear mental image
- **developmental needs:** individual needs of a child as they gradually progress through the stages of growth and learning
- **distraction:** (as used as an infant-toddler guidance strategy): the process of diverting the attention of an individual or group
- **ECE professional association:** an organization seeking to further the knowledge, interests, and strategies of those adults working in early childhood settings
For example, the American Academy of Pediatrics, National Association for the Education of Young Children (NAEYC), Council for Exceptional Children, Head Start, the National Academy of Sciences, National Council of Teachers of Mathematics (NCTM), the National Science Council and the National Association for Sport and Physical Education (NASPE).
- **evidence-based:** denoting an approach to medicine, education, and other disciplines that emphasize the practical application of the findings of the best available current research.
- **formative assessment:** on-going process of monitoring a child's learning over time
- **group feeding tables:** a table that has multiple seats either set into the tabletop or are attached to the table to allow for feeding more than one child at a time
- **group sizes:** the number of children assigned to an educator/caregiver or team of educators/caregivers occupying an individual classroom or well-defined space within a larger room

- **high quality:** meeting or exceeding standards as identified by research driven tools, assessments, and guidelines that effectively meet all children’s developmental needs
- **Individualized Education Plan (IEP):** mandated by the Individuals with Disabilities Education Act (IDEA) which requires public schools to develop a plan specifying children’s levels of development, goals for their learning and supports necessary to achieve the goals set for every student with a disability who is found to meet the federal and state requirements for special education; a written statement for each child with a disability that is developed, reviewed and revised annually by the local educational agency (LEA).
- **Individualized Family Service Plan (IFSP):** implemented in accordance with Part C of the Individuals with Disabilities Education Act (IDEA); documents and guides the early intervention process for children ages birth to three years old with disabilities and their families
- **individual feeding chair:** a chair designed for one child to sit and be fed; may include a detachable tray and footrest or designed to allow a child’s feet to touch the ground while sitting at a table
- **intentionally designed:** purposefully planning an activity, lesson, or center to create an opportunity, achieve a specific outcome or meet a learning goal
- **language acquisition:** process of learning, understanding, developing, and communicating in a home or new language
- **learning area:** physical space of a classroom organized with a variety of learning materials to engage children in learning through self-directed exploration; typically organized by type of learning that occurs in each area such as dramatic play, blocks, science, etc.
- **natural consequences:** a behavior that produces a natural flow of events without interference of the teacher
- **open-ended question:** thought-provoking questions that require more than a simple "yes" or "no" response but prompts deeper thinking or problem-solving; often begins with “how,” “why” or “what if”
- **parental resilience:** the ability to cope, persevere and bounce back from all types of challenges that come with raising children
- **play as an instructional strategy:** organized, goal-oriented, focused and intentional play in which children use a variety of open-ended materials to promote learning and development through hands-on inquiry
In collaboration with adult planning, guidance, support, and follow-up, play is a vital experience of early development and promotes development of the whole child. It is important that children explore and apply new skills through experiences that are engaging, rewarding, and respectful of their desire to touch, hear, see, smell and taste.
- **positive guidance:** addressing typical discipline encounters with positive, helpful strategies: redirection, active listening, conflict resolution, and recognizing and supporting strong emotions; limits/boundaries are clearly set and communicated
- **positive reinforcement:** giving encouragement for a specific, desired behavior which builds self-esteem and inspires confidence

- **process (as used to describe children’s creative expression)**: steps or course of action a child chooses on their own to achieve a result, usually in creating a piece of artwork
- **product**: the end result of a process
- **redirection**: to manage, guide or change focus by offering the child an opportunity to participate in a similar activity or refocus the child’s energy into something positive
Redirection stops an unsafe or inappropriate activity immediately and sets the groundwork for learning right from wrong by equipping the child with an appropriate, positive alternative.
- **reflective supervision**: guiding staff in a way that provides respect and thoughtful exchanges of information
Supervisory activities are provided in such a way that they support a process of on-going teamwork, sharing ideas and expectations, and working together to outline plans for improvement and/or professional growth and development.
- **resilience**: the ability to bounce back; the ability to overcome misfortune or change ([Devereux Center for Resilient Children | About Resilience](#))
- **rote learning**: learning that occurs by focusing on memorization and repetition rather than developing an understanding of a subject or concept through thinking skills or problem-solving development (For example, saying or singing the “ABCs” or counting to 10 out loud without the use of objects.)
- **self-regulation**: the ability to manage one’s emotions, attention, and behaviors ([Acquiring Self-Regulation - From Neurons to Neighborhoods - NCBI Bookshelf](#))
- **service delivery**: a set of practices that offer comprehensive instruction and support for the child
- **social service**: government services provided for the benefit of the community, such as education, medical care, and housing; activity aiming to promote the welfare of others
- **stay interview**: a structured discussion a leader conducts with an individual employee with the goal of discovering what the employee likes about their role and to learn specific actions the leader can take to strengthen the employee’s engagement and retention with the organization ([Stay Interview Quick Guide](#); [What Is a Stay Interview? 13 Questions to Ask](#))
- **transitions**: moving from one experience, stage, or activity to another; change
- **tummy time**: is a phrase for placing an infant on their stomach only while awake and supervised. It can help an infant develop strong neck and shoulder muscles.
- **usable space**: the areas of a classroom that can be accessed by the children for the purpose of participating in play and other daily activities and routines
Usable space does not include space occupied by furnishings inaccessible to children such as tall, locked cabinets.

Effective Teaching Practices



Effective Teaching Practices

Effective teaching practices are ways that educators/caregivers integrate children's and their families lived experiences, home languages, and perspectives to make learning more meaningful and engaging through materials, experiences, and activities. A quality educator/caregiver fosters joyful learning opportunities, supports children to make connections to their prior knowledge, and values children's capabilities as curious and thoughtful lifelong learners who deserve to reach their full potential. Quality educators/caregivers engage in effective teaching practices aligned frameworks such as the Framework for Effective Practice, and Developmentally Appropriate Practice.

Intentional Teaching, Child-Centered Instruction & Individualized Instruction:

Quality educators/caregivers recognize that young children do not distinguish learning by subject area. Instead, a child's development in one domain continues to influence and be influenced by progress in other domains. Healthy, optimal brain development of children in this age range requires meaningful connections and responsive interactions.

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

Optimal Development Achievement:

- Use curricula that are intellectually stimulating and that engage the children’s interests and senses
- Integrate the curriculum by illustrating connections between domains
- Encourage positive relationships between teachers and children
- Focus on child engagement in learning; activities and materials should be enjoyable and interesting to the children
- Expand memory and reasoning capacity by connecting new learning with prior knowledge
- Encourage persistence and effort when meeting more difficult tasks
- Provide explicit modeling and explaining
- Ensure meaningful learning for each individual child

Please Note: Worksheets are NOT an effective teaching practice for young children. Determine the intended goal of the worksheet or the standard as it is addressing and convert it into an active learning opportunity instead.

Educator/Caregiver Techniques:

- Balance between educator/caregiver-supported and child-led activities in the daily schedule
- Focus on the whole child
- Whole group and small group experiences
- Individualized instruction
- Center/Child choice time (should include child-teacher interactions)
- Concrete experiences
- Process-oriented projects with a variety of open-ended materials
- Collaborative learning projects
- Predictable and consistent daily routines/schedules
- Few, effective, and meaningful transitions
- Limited wait time

Learning Environment:

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

Suggested Learning Area Materials



Suggested Learning Area Materials

The materials and supplies listed below describe the contents of well supplied learning centers in the early learning environment. All material should reflect the children, families, and community being served. You will also discover that many of the listed supplies will nicely overlap into other learning centers.

CENTER	MATERIALS	
<p style="text-align: center;">Art & Other Creative Experiences</p>	<ul style="list-style-type: none"> • Art posters • Blunt scissors • Bulletin board or clotheslines for displaying art • Crayons • Chalk • Clothespins or push pins • Craft sticks • Craft trim • Dot markers • Easels • Fabric scraps • Feathers • Finger paint • Foam • Foam beads • Glue / Glue sticks • Hole punch • Large paper (minimum size 12" x 18") • Model Magic • Newspaper • Paintbrushes of various sizes • Paper towels • Pasta 	<ul style="list-style-type: none"> • Pencils • Pipe cleaners • Play dough or Clay • Pom-pom balls • Ribbon • Sandpaper • Smocks or old adult-sized shirts • Sponges • Stamps and stamp pads • Stapler • String • Styrofoam packing pieces (for table painting) • Tape • Tempera paint • Toothbrushes • Various types of paper (manila, newsprint, construction, butcher) • Washable markers • Watercolors • Weaving materials • Wikki Sticks • Yarn

CENTER	MATERIALS	<i>Example</i>
Dramatic Play	<ul style="list-style-type: none"> • Brushes, combs • Cabinet or shelves • Cooking utensils • Doll bed • Doll clothes • Doll stroller, highchair, crib • Dolls • Dress-up clothes and jewelry • Eating utensils • Empty product boxes • Functional reading materials (store ads, menus, catalogs) • Housekeeping tools (mop, broom, dustpan, ironing board, iron, bucket, sponge) • Mirrors (hand and full-length) • Phone message pad • Pictures • Pots and pans • Refrigerator • Sink • Story books and magazines • Stove • Table and chairs • Telephone 	<p>Grocery Store</p> <ul style="list-style-type: none"> • <i>Cash register</i> • <i>Coins and paper money</i> • <i>Empty produce boxes and cans</i> • <i>Grocery carts</i> • <i>Magazines/newspapers</i> • <i>Paper and writing tools (for making shopping lists)</i> • <i>Paper and plastic bags</i> • <i>Plastic fruits and vegetables</i> • <i>Product category signs</i> • <i>Shelves</i> • <i>Shopping lists with words and pictures</i>

CENTER	MATERIALS	
Blocks	<ul style="list-style-type: none"> • Books on construction • Cardboard blocks • Durable cardboard blocks (various sizes) • Hollow blocks • Lincoln logs • Magnetic building shapes • Materials for making and posting signs • People (family sets, community workers) 	<ul style="list-style-type: none"> • Pictures and photographs • Tinker toys • Traffic and other functional signs • Train tracks • Transportation vehicles (cars, trucks, dump trucks, airplanes, helicopters, spaceships, trains, boats, fire engines, buses) • Variety of animals made of rubber, wood, vinyl or plastic (farm, zoo, dinosaurs, aquatic, birds) • Wooden unit blocks
Library/Media	<ul style="list-style-type: none"> • Audiovisual materials • Beginning computer software (simple programs for drawing, sequencing, learning about the computer) • Book display rack • Books made with children • Books with audio/video recordings • Carpet, rug, or carpet squares • Chairs and pillows • Chart stories made with children • Children’s original poems and stories 	<ul style="list-style-type: none"> • Felt board and pieces for storytelling • Fiction and nonfiction books (picture, patterned, wordless, poetry) • Functional print (menus, greeting cards, maps, lists, etc.) • Magazines, newspapers, catalogs • Pictures • Puppets • Reference books • Storytelling props • Stuffed animals

CENTER	MATERIALS	
<p>Reading & Writing</p>	<ul style="list-style-type: none"> • A variety of books (fiction, nonfiction, picture books, dictionaries, etc.) • Alphabet blocks • Alphabet cards • Alphabet and word games • Book jackets/posters • Chalkboard or whiteboard • Child accessible shelf for organizing supplies and materials • Envelopes • Environmental print • Erasers • Glue/glue sticks • Magnetic surface 	<ul style="list-style-type: none"> • Mailbox or message center • Moveable letters (can be magnetic) • Paper of all kinds (lined and unlined) • Pictures and photographs • Print models (poems, chart stories, word lists) • Stamps and stamp pads (letters and pictures) • Small blank books • Stencils • Tape • Word cards with words and pictures • Writing tools of all kinds (chalk, pencils, ink pens, markers, crayons)
<p>Games, Puzzles & Manipulatives</p>	<ul style="list-style-type: none"> • Association games • Attribute games • Beads and string • Concept games • Cooperative games (lotto, dominoes, bingo, concentration, matching games, card games) • Games based on literature • Games with outcomes based on chance not strategy • Interlocking blocks 	<ul style="list-style-type: none"> • Items to snap, button, zipper and lace • Items to take apart and put back together • Lincoln Logs • Pattern cards • Puzzles (large floor and small table) • Sewing cards • Sorting trays • Textured puzzles • Tinker toys • Visual discrimination games

CENTER	MATERIALS	
<p>Mathematics</p>	<ul style="list-style-type: none"> • Attribute blocks or links • Balance/scale • Beads and string • Cards (playing cards with face cards removed) • Collections for counting, sorting and Classifying (ex: buttons, stones, marbles, spoons, straws) • Cuisenaire rods • Dominoes • Egg cartons • Geoboards • Geometric shapes of various sizes • Ice cube trays • Magnetic numbers • Magnetic surface • Math concept books • Math concept puzzles • Math games 	<ul style="list-style-type: none"> • Measuring cups and spoons • Nesting sets • Number and counting puzzles • Number blocks and cubes • Number line (on wall and movable) • Paper • Pencils, crayons, and erasers • Parquetry blocks • Pattern cards • Pegs and peg boards • Pennies and other coins • Plastic plates or lids for making sets • Readable patterns • Rulers and tape measures • Sets of small manipulatives (cars, bears, etc.) • Shapes and colors • Unifix cubes

CENTER	MATERIALS	
<p>Woodworking</p>	<ul style="list-style-type: none"> • Aprons • Cardboard • Duct tape • Golf tees • Hammers • Nails/screws • Safety glasses (mandatory) 	<ul style="list-style-type: none"> • Safety gloves • Saw • Screwdrivers • Styrofoam • Wood glue • Wood scraps • Workbench
<p>Music & Movement</p>	<ul style="list-style-type: none"> • Bells and bell bands • Bongo drums • CD's or children's music playlists with several genres • Child-made instruments • Cymbals • Drums • Music player • Finger castanets 	<ul style="list-style-type: none"> • Giant scarves • Kazoos • Maracas, shakers, rattles • Rain maker • Rhythm sticks • Tambourines • Triangles • Wrist ribbons • Xylophones

CENTER	MATERIALS	
<p>Science</p>	<ul style="list-style-type: none"> • Ant farm • Aquarium • Assorted leaves • Balance/scale • Books (animals, trees, rocks, weather, seasons, space, the body, etc.) • Bubbles • Bug scope • Butterfly pavilion • Light table • Magnetic surfaces and a variety of magnetic/non-magnetic items • Marbles (varying sizes and weights) • Measuring tapes or rulers 	<ul style="list-style-type: none"> • Observation station • Pictures and posters (animals, nature, rocks, weather, space body, seasons) • Pieces of wood, branches or sticks • Plastic bugs, animals, etc. • Plastic containers (varying sizes) • Rocks • Sensory dome • Shells • Telescopes • Terrarium • Tornado tubes • Wood ramps (varying lengths)

CENTER	MATERIALS	
Social Studies	<ul style="list-style-type: none"> • Baby dolls • Books (community helpers, countries, geographic locations, deserts, plains, cities, oceans, etc.) • Building blocks • Calendars • Drawing tools (pencils, crayons, markers, rulers) • Games that require cooperation • Globes • Lincoln Logs • Maps 	<ul style="list-style-type: none"> • Newspapers • Paper (for making maps, drawing pictures of communities and families) • Posters or pictures (that show their community and other communities) • Poster or pictures of feelings • Puppets • Puzzles • Songs & stories from various communities • Transportation vehicles (trucks, cars, buses, trains, airplanes, helicopters, tractors, etc.)
Outdoor Equipment	<ul style="list-style-type: none"> • Balls for kicking, throwing, catching • Bean bags and other materials to throw at targets • Bubble liquid with variety of wands • Climbing structures with various moving Parts (swings, bars, ladders, hanging rings) • First aid kit • Plastic or metal ride-ons (such tricycle, scooters; helmets should be available) 	<ul style="list-style-type: none"> • Realistic ride-ons (cars, trucks, horses) • Sidewalk chalk • Slides • Small seesaws • Soft balls to hit with large plastic bats • Structures with potential for role-playing activities (ex: playhouse, barn, etc.) • Toys listed in “Sand Table” section
Adaptive Materials for Children with Special Needs	<ul style="list-style-type: none"> • Board maker pictures • Puzzles with knobs • Specialized utensils • Switch activated toys 	<p><i>These materials should be included into each of the centers as appropriate. Additional adaptations to materials should be considered, as needed, to meet the needs of the children.</i></p>

Resources



Resources

Professional Resources

[ADE ECE School Readiness Framework - https://www.azed.gov/sites/default/files/2023/04/ASRF%204-21-23.pdf](https://www.azed.gov/sites/default/files/2023/04/ASRF%204-21-23.pdf)

[ADE ECE Assessment Continuum Guide - https://www.azed.gov/sites/default/files/2017/04/assessment-continuum-guide-2016.pdf?id=58efcb706f53b721f8089716](https://www.azed.gov/sites/default/files/2017/04/assessment-continuum-guide-2016.pdf?id=58efcb706f53b721f8089716)

[American Academy of Pediatrics - https://www.aap.org/](https://www.aap.org/)

[Arizona Association for the Education of Young Children \(AZAEYC\) – https://www.azaeyc.org/](https://www.azaeyc.org/)

[Arizona Department of Economic Security - https://des.az.gov/services/child-and-family/child-care](https://des.az.gov/services/child-and-family/child-care)

[Arizona Department of Education Early Childhood Education - https://www.azed.gov/ece](https://www.azed.gov/ece)

[Arizona Department of Education Balanced Assessment Resources - https://www.azed.gov/standards-practices/balanced-assessment-resources](https://www.azed.gov/standards-practices/balanced-assessment-resources)

[Arizona Department of Education Balanced Assessment Framework -](https://www.azed.gov/sites/default/files/2017/08/ADE%20Balanced%20Assessment%20Framework%203_2_2018.pdf?id=598093f33217e1170830a006)

https://www.azed.gov/sites/default/files/2017/08/ADE%20Balanced%20Assessment%20Framework%203_2_2018.pdf?id=598093f33217e1170830a006

[Arizona Department of Health Services - https://www.azdhs.gov/](https://www.azdhs.gov/)

[Arizona Early Childhood Workforce Registry - https://azregistry.org/](https://azregistry.org/)

[Arizona Head Start Association - https://azheadstart.org/](https://azheadstart.org/)

[Association for Childhood Education International \(ACEI\) – https://ceinternational1892.org/](https://ceinternational1892.org/)

[Association of International Credentials Evaluators \(AICE\) https://aice-eval.org/](https://aice-eval.org/)

[Caring For Our Children](#)

[Chronic Absence Resource Guide -](#)

<https://www.azed.gov/sites/default/files/Still%20Missing%20Too%20Much%20School%20AZ%202025.pdf>

[Council for Exceptional Children \(CEC\) – https://exceptionalchildren.org/](https://exceptionalchildren.org/)

[Council for Professional Recognition - https://www.cdacouncil.org/en/](https://www.cdacouncil.org/en/)

[Dyslexia Resource Guide for Families \(English\) - https://cms.azed.gov/home/GetDocumentFile?id=5b33bee51dcb250dcc386ab8](https://cms.azed.gov/home/GetDocumentFile?id=5b33bee51dcb250dcc386ab8)

[Dyslexia Resource Guide for Families \(Spanish\) - https://readonarizona.org/wp-content/uploads/2020/02/Dyslexia_guide_spa_0120-V2fSpanish-Jan-2020.pdf](https://readonarizona.org/wp-content/uploads/2020/02/Dyslexia_guide_spa_0120-V2fSpanish-Jan-2020.pdf)

[ECTA Center: Improving Systems, Practices and Outcomes - https://ectacenter.org/](https://ectacenter.org/)

[Eyes on Learning Resource - https://eyesonlearning.org/](https://eyesonlearning.org/)

[First Things First – www.azftf.gov](http://www.azftf.gov)

[Frank Porter Graham Child Development Institute - https://fpg.unc.edu/](https://fpg.unc.edu/)

[Full-day Kindergarten Helps Close the Achievement Gaps - https://www.nea.org/sites/default/files/2020-07/18001_Full-Day_Kindergarten_Policy_Brief-final.pdf](https://www.nea.org/sites/default/files/2020-07/18001_Full-Day_Kindergarten_Policy_Brief-final.pdf)

[Head Start - HeadStart.gov](http://HeadStart.gov)

[How to chose an ECE Curriculum - https://headstart.gov/sites/default/files/pdf/curriculum-choosing.pdf?redirect=eclkc](https://headstart.gov/sites/default/files/pdf/curriculum-choosing.pdf?redirect=eclkc)

[LitHubAZ - https://lithubaz.org/](https://lithubaz.org/)

[National Association of Credential Evaluation Services \(NACES\) - https://www.naces.org/](https://www.naces.org/)

[National Center for Pyramid Model Innovations- https://challengingbehavior.org/](https://challengingbehavior.org/)

[National Head Start Association – www.nhsa.org](http://www.nhsa.org)

[National Professional Development Center on Inclusion \(NPDCI\) - www.fpg.unc.edu/npdci](http://www.fpg.unc.edu/npdci)

[Pyramid Model Project | Arizona Department of Education - https://www.azed.gov/specialeducation/pyramid-model-project](https://www.azed.gov/specialeducation/pyramid-model-project)

[Read On Arizona - https://readonarizona.org/resources/](https://readonarizona.org/resources/)

[Resilience – Devereaux Center for Resilient Children](http://Devereaux Center for Resilient Children)

[Science of Reading - https://www.azed.gov/scienceofreading](https://www.azed.gov/scienceofreading)

[Self Regulation – National Library of Medicine](http://National Library of Medicine)

[Smart Talk Modules - https://readonarizona.org/resources/smart-talk/](https://readonarizona.org/resources/smart-talk/)

[Southwest Human Development - https://www.swhd.org/](https://www.swhd.org/)

[Stay Interview Quick Guide - https://www.azed.gov/sites/default/files/2024/06/Stay%20Interview%20Handout.pdf](https://www.azed.gov/sites/default/files/2024/06/Stay%20Interview%20Handout.pdf)

[Tucson Regional Educator Collaborative - https://trecaizona.org/](https://trecaizona.org/)

[United Way of Tucson and Southern Arizona - https://unitedwaytucson.org/](https://unitedwaytucson.org/)

[Valley of the Sun United Way - https://vsuw.org/](https://vsuw.org/)

[What Is a Stay Interview? 13 Questions to Ask. - https://builtin.com/recruiting/stay-interview](https://builtin.com/recruiting/stay-interview)

[Zero to Three - http://www.zerotothree.org/](http://www.zerotothree.org/)

Quality Improvement & Accreditation Organizations

Program Assessment Tools

[Early Childhood Quality Improvement Practices \(ECQUIP\)](#)

[Environment Rating Scales \(ECERS-3, ITERS-3, FCCERS-3\)](#)

[Classroom Assessment Scoring System \(CLASS\)](#)

Quality Improvement & Accreditation Organizations

[American Montessori Society - https://amshq.org/](https://amshq.org/)

[Arizona Center for Afterschool Excellence – https://azafterschool.org](https://azafterschool.org)

[Association for Christian Schools International - https://www.acsi.org/](https://www.acsi.org/)

[Cognia - https://www.cognia.org/](https://www.cognia.org/)

[National Accreditation Commission - https://www.earlylearningleaders.org/](https://www.earlylearningleaders.org/)

[National Association Education of Young Children- https://www.naeyc.org/accreditation](https://www.naeyc.org/accreditation)

[National Association for Family Childcare - https://nafcc.org/](https://nafcc.org/)

[National Early Childhood Program Accreditation - https://necpa.net/page/the-necpa-choice](https://necpa.net/page/the-necpa-choice)

[Quality First a Program of First Things First- https://www.qualityfirstaz.com/](https://www.qualityfirstaz.com/)