

Appendix B

Guidelines for Operating Preschool Programs

Guideline 1: Aspiring to Be a High-Quality Program	
1.1	High-quality programs engage in continuous program improvement. <ul style="list-style-type: none"> • <i>Program Philosophy</i> • <i>Program-Planning Process</i> • <i>Program Policies and Procedures</i> • <i>Continuous Program Improvement</i> • <i>External Program Evaluation</i>
1.2	Programs and administrators use knowledge of child development to create and implement policies and practices that support children’s development in all domains. <ul style="list-style-type: none"> • <i>Context of Developmental Theory and Research</i> • <i>Developmental Theory, Research, and Practice</i> • <i>Factors That Contribute to Development</i> • <i>Preschool Development and Learning</i> • <i>Learning Through Play</i> • <i>Individualized Developmental Expectations</i>
1.3	Programs and administrators use knowledge about the role of culture in development and the process of dual language development to be responsive to California’s young learners. <ul style="list-style-type: none"> • <i>Understanding Cultural Perspectives of Self and Others</i> • <i>Program Strategies</i> • <i>Knowledge of Dual Language Development</i>
1.4	Programs participate in efforts to promote a high-quality early care and education system. <ul style="list-style-type: none"> • <i>Systems Knowledge</i> • <i>Systems Theory and Organizational Change</i>
Guideline 2: Addressing Culture, Diversity, and Equity	
2.1	Programs encourage and support appreciation of and respect for diversity among individuals and groups. <ul style="list-style-type: none"> • <i>Cultural Diversity of Families</i> • <i>Involving Family Members in Planning</i> • <i>Cultural Diversity of Families</i>

Guideline 2: Addressing Culture, Diversity, and Equity – Continued	
2.2	Programs and teachers are responsive to cultural and linguistic diversity. <ul style="list-style-type: none"> • <i>Staff Preparation for Communication Practices</i> • <i>Family–Teacher Relationships</i>
2.3	Programs and teachers integrate home culture, language and practices in learning activities, materials, and environments. <ul style="list-style-type: none"> • <i>Visual Representation of Diversity</i> • <i>Language Diversity</i> • <i>Assessment of Environments</i>
2.4	Programs and teachers help children learn strategies to address social injustice, bias, and prejudice. <ul style="list-style-type: none"> • <i>Social Justice</i> • <i>Children’s Identity Development</i>
Guideline 3: Supporting Relationships, Interactions, and Guidance	
3.1	Programs and teachers collaborate with families to create a supportive emotional climate for children. <ul style="list-style-type: none"> • <i>Supportive Emotional Climate</i> • <i>Expression of Emotions</i>
3.2	Programs support teachers’ implementation of strategies to establish warm, nurturing relationships with all young children. <ul style="list-style-type: none"> • <i>Establishment of Warm, Nurturing Relationships</i>
3.3	Programs and teachers collaborate with families to identify challenges that may affect children’s social-emotional development and offer resources to address those challenges. <ul style="list-style-type: none"> • <i>Collaboration to Address Family Challenges</i>
3.4	Programs ensure teachers have ample time to engage in supportive, responsive interactions with each child. <ul style="list-style-type: none"> • <i>Time to Engage Children</i>
3.5	Programs and teachers provide positive guidance to promote social–emotional competence and prevent challenging behaviors. <ul style="list-style-type: none"> • <i>Social–Emotional Competence</i> • <i>Strategies for Socialization and Guidance</i> • <i>Challenging Behaviors</i> • <i>Conflict Resolution</i> • <i>Appropriate Expectations for Behavior</i>

Guideline 4: Engaging Families and Communities	
4.1	<p>Programs and teachers build trusting collaborative relationships with families.</p> <ul style="list-style-type: none"> • <i>Engaging and Collaborating with Families</i> • <i>Home Language</i>
4.2	<p>Programs and teachers value the primary role of families in promoting children’s development.</p> <ul style="list-style-type: none"> • <i>Knowledge of Families</i> • <i>Parent–Child History and Relationships</i>
4.3	<p>Programs create a climate in which family members feel empowered and comfortable as advocates for their children.</p> <ul style="list-style-type: none"> • <i>Empowerment of Families</i>
4.4	<p>Programs support teachers’ responsiveness to the families’ goals for their children’s development and school readiness.</p> <ul style="list-style-type: none"> • <i>Integrating School and Family Experiences</i> • <i>Implementation of School-Readiness Practices</i> • <i>Strategies for School Readiness and Transitions</i>
4.5	<p>Programs and teachers use effective communication strategies that reflect the diversity of families served.</p> <ul style="list-style-type: none"> • <i>Communication Strategies</i> • <i>Family Preferences for Communication</i>
4.6	<p>Programs provide a welcoming space in the environment for communication between staff and family members.</p> <ul style="list-style-type: none"> • <i>Creating a Welcoming Space</i>
4.7	<p>Programs regularly provide family members with information about their children’s learning and development, well-being, and everyday experiences.</p> <ul style="list-style-type: none"> • <i>Information about Learning</i>
4.8	<p>Programs support and advocates for strong families.</p> <ul style="list-style-type: none"> • <i>Family Functioning</i> • <i>Community Partnerships</i> • <i>Connecting Families with Resources</i> • <i>Use of Community Resources</i>
4.9	<p>Programs and teachers engage families in supporting continued development and maintenance of the home language.</p> <ul style="list-style-type: none"> • <i>Home Language</i>

Guideline 5: Including Children with Disabilities or Other Special Needs	
5.1	Programs and teachers ensure a sense of belonging and support full participation of children with disabilities or other special needs. <ul style="list-style-type: none"> • <i>Sense of Belonging</i>
5.2	Programs and teachers work closely with families in an educational partnership and provide them with appropriate community resources, information, and support as it relates to the child’s disability or special needs. <ul style="list-style-type: none"> • <i>Partnership with Families of Children with Disabilities or Other Special Needs</i>
5.3	Programs meet legal requirements related to the care and education of children with disabilities or other special needs. <ul style="list-style-type: none"> • <i>IDEA and ADA</i>
5.4	Programs provide sufficient release time, training, information, and support for teachers to plan and consult regarding children with disabilities or other special needs. <ul style="list-style-type: none"> • <i>Time to Support Inclusion</i> • <i>Inclusion Skills</i>
5.5	Programs ensure teachers’ participation on an educational team that develops and implements individualized education programs (IEPs) for children eligible to receive special education services. <ul style="list-style-type: none"> • <i>IEP Participation</i>
5.6	Programs promote teachers’ collaborative work with specialized service providers in implementing appropriate modifications in the curriculum, instructional methods, or classroom environment. <ul style="list-style-type: none"> • <i>Accommodation</i>
5.7	Programs, teachers, and specialized service providers (e.g., special educators and therapists) support dual language learning in preschool children with disabilities or other special needs. <ul style="list-style-type: none"> • <i>Dual Language Learners with Disabilities or Other Special Needs</i>
Guideline 6: Promoting Health, Safety, and Nutrition	
6.1	Programs and teachers promote the physical health and well-being of all children and families. <ul style="list-style-type: none"> • <i>Routine Health Checks</i> • <i>Physical Activity</i> • <i>Special Health-Care Requirements</i> • <i>Knowledge of Health Practices</i>

Guideline 6: Promoting Health, Safety, and Nutrition – Continued	
6.2	Programs and teachers ensure the safety of all children. <ul style="list-style-type: none"> • <i>Child Safety</i>
6.3	Programs and teachers ensure that children are well nourished and enjoy mealtimes. <ul style="list-style-type: none"> • <i>Nutrition</i>
6.4	Programs and teachers promote children’s positive mental health. <ul style="list-style-type: none"> • <i>Mental Health</i>
6.5	Programs and teachers protect all children from abuse and neglect. <ul style="list-style-type: none"> • <i>Child Abuse Prevention</i>
Guideline 7: Assessing Children’s Development and Learning	
7.1	Programs engage in authentic, ongoing observational assessment to document each child’s learning and developmental progress. <ul style="list-style-type: none"> • <i>Child Assessment</i>
7.2	Programs use child assessments that are evidence-based, reliable, valid, and culturally, linguistically, and developmentally appropriate. <ul style="list-style-type: none"> • <i>Appropriate Assessment</i>
7.3	Programs use a formalized system of screening with all young children, making referrals when appropriate. <ul style="list-style-type: none"> • <i>Developmental Screening</i>
7.4	Programs provide sufficient time, training, information, and guidance to support ongoing assessment of all children and appropriate interpretation and use of assessment results. <ul style="list-style-type: none"> • <i>Support Child Assessment</i> • <i>Use of Child Assessments</i>
7.5	Child assessment considers multiple sources of information and covers all early learning domains. <ul style="list-style-type: none"> • <i>Sources of Information</i>
7.6	Family members are aware of the program’s approach to assessment (including screening, observation, and documentation) and contribute to activities that support the assessment process. <ul style="list-style-type: none"> • <i>Collaborating Regarding Child Assessment</i> • <i>Communicating about Assessment of Data</i>

Guideline 8: Planning the Learning Environment and Curriculum	
8.1	The environment is safe and comfortable for all children, teachers, and family members. <ul style="list-style-type: none"> • <i>Safe Environment</i>
8.2	The environment promotes a supportive social–emotional climate and sense of belonging and community for everyone. <ul style="list-style-type: none"> • <i>Supportive Climate</i>
8.3	The indoor and outdoor environments are organized and prepared to support children’s learning interests and focused exploration. <ul style="list-style-type: none"> • <i>Inviting Learning Spaces</i>
8.4	The environment and materials reflect the cultural and linguistic diversity of the children and families served. <ul style="list-style-type: none"> • <i>Reflection of the Community</i>
8.5	The environment is organized and prepared to support full participation by children and adults with disabilities or other special needs. <ul style="list-style-type: none"> • <i>Inclusion</i>
8.6	The materials in the environment are developmentally appropriate and encourage play, exploration, and learning in all domains. <ul style="list-style-type: none"> • <i>Whole-Child Learning</i>
8.7	Programs support teachers in selecting, using, and integrating appropriate technology into everyday experiences to enhance curriculum. <ul style="list-style-type: none"> • <i>Technology</i>
8.8	Programs support both home language maintenance and English-language development in the learning environment. <ul style="list-style-type: none"> • <i>Language Support</i>
8.9	The environment reflects the program’s philosophy and beliefs about how children develop and learn. <ul style="list-style-type: none"> • <i>Program Philosophy and Curriculum</i> • <i>Curriculum</i>
8.10	Teachers observe, document, and reflect on children’s learning and development on a daily basis as part of the curriculum planning process. <ul style="list-style-type: none"> • <i>Curriculum Planning</i>
8.11	Teachers plan and implement learning experiences based on multiple forms of assessment and collaborative planning. <ul style="list-style-type: none"> • <i>Differentiated Planning</i>

Guideline 8: Planning the Learning Environment and Curriculum – Continued	
8.12	Programs and teachers engage in curriculum planning that includes an integrated approach to all domains of learning and development. <ul style="list-style-type: none"> • <i>Integrated Learning</i>
Guideline 9: Supporting Professionalism and Continuous Learning	
9.1	Programs develop and implement a comprehensive, ongoing plan for staff development. <ul style="list-style-type: none"> • <i>Professional Development Plans</i>
9.2	Programs allocate resources to support individual staff members' participation in professional development and education. <ul style="list-style-type: none"> • <i>Professional Development Support</i>
9.3	Programs employ staff members who meet the requirements for education, experience, knowledge, and skills for their positions and encourage advancement along a planned career pathway. <ul style="list-style-type: none"> • <i>Career Pathway</i>
9.4	Programs ensure that professional development activities promote awareness and understanding of children's cultural and linguistic backgrounds and provide strategies for culturally and linguistically responsive practices. <ul style="list-style-type: none"> • <i>Cultural and Linguistic Competence</i>
9.5	Programs promote professionalism and ethical behavior. <ul style="list-style-type: none"> • <i>Professionalism</i>
9.6	Programs support ongoing reflective practice, adult learning, coaching, and mentoring. <ul style="list-style-type: none"> • <i>Ongoing Adult Learning and Reflective Practice</i>
9.7	Programs offer professional development activities on how to support children with disabilities or other special needs. <ul style="list-style-type: none"> • <i>Professional Development in Inclusion</i>
Guideline 10: Administering Programs and Supervising Staff	
10.1	Programs have a compensation schedule that acknowledges and validates the required training and experience of each staff member by providing a living wage, as well as wage increases based on additional education and professional activities. <ul style="list-style-type: none"> • <i>Compensation</i>

Guideline 10: Administering Programs and Supervising Staff – Continued	
10.2	<p>Programs create working conditions that support job satisfaction.</p> <ul style="list-style-type: none"> • <i>Program Planning and Personnel Policies</i> • <i>Performance Evaluation and Professional Development</i> • <i>Facilities</i> • <i>Performance Evaluation</i> • <i>Professional Development</i>
10.3	<p>Programs foster respectful, collaborative relationships among staff.</p> <ul style="list-style-type: none"> • <i>Personnel Policies</i> • <i>Communication Between and Among Staff</i> • <i>Conflict Resolution Among Staff Members</i>
10.4	<p>Programs collaborate with staff in making decisions.</p> <ul style="list-style-type: none"> • <i>Program Philosophy</i> • <i>Program-Planning Process, Policies, and Procedures</i> • <i>Program Policies and Procedures</i> • <i>Fiscal Procedures</i> • <i>Facilities</i>
10.5	<p>Programs establish and implement policies regarding reflective practice and reflective supervision.</p> <ul style="list-style-type: none"> • <i>Reflective Practice</i>
10.6	<p>Programs develop staff policies and systems to maintain stability and consistency in program quality.</p> <ul style="list-style-type: none"> • <i>Program-Planning Process and Personnel Policies</i> • <i>Continuous Program Improvement</i> • <i>Performance Evaluation</i> • <i>Professional Development</i>
10.7	<p>Programs engage in sound business practices.</p> <ul style="list-style-type: none"> • <i>Recordkeeping</i> • <i>Program Policies and Procedures</i> • <i>Regulatory Agencies</i> • <i>Fiscal Procedures</i> • <i>Loss and Liability</i> • <i>Facilities</i>