

# Curriculum, Instruction, and Assessment: Inclusive Practices for UPK Facilitator's Guide



CALIFORNIA COUNTY  
SUPERINTENDENTS





# Promising Universal Prekindergarten (UPK) Practices Video Series

- The Promising Universal Prekindergarten Practice video series includes interviews with leaders from districts, charter schools, county offices of education, and partner agencies.
- Each video focuses on a UPK Focus Area as described in the Universal Prekindergarten Template released by the California Department of Education (CDE) and the *Universal Prekindergarten Planning Toolkit: A Resource for County Offices of Education in California*.
- The video series describe collaborative partnerships, professional learning models, and strategies and resources to support developmentally-informed practices for UPK.



# Promising UPK Practices

## **Curriculum, Instruction, and Assessment: Inclusive Practices for UPK**

- Benefits of inclusive practices within UPK programs, as well as creative ways to foster a community of belonging for all students.

## **Video Description**

- Emphasizes the importance of inclusive practices and appropriate learning environments as part of the UPK expansion.
- The highly qualified staff, opportunities for professional development and collaboration time, age-appropriate learning materials/supplies, and an IEP process that is strength-based are also discussed as critical components to ensure inclusive settings are optimal learning environments for students with disabilities.
- Discusses the benefits of inclusive settings are also provided as well as the importance of meaningful and ongoing communication and engagement with families.

# Promising UPK Practices



Video Link: <https://youtu.be/zVnCzQTQ9g>

# Administrator Focused Questions

1. How can engagement practices be enhanced for families/parents to come together to learn about, and from each other, as parents of children with or without disabilities?
2. What additional strategies can be implemented to increase the awareness of the special education continuum and benefits of inclusive settings?
3. How are parents supported through the referral and IEP process?
4. To ensure that the IEP process is as transparent and strength-based, what additional support is needed (referral, assessment, IEP development)?

# Teacher Focused Questions

1. What additional adaptive equipment is needed for the classroom or outdoor learning areas to become more inclusive for students with varying abilities?
2. What inclusive supports are being utilized by early learning educators and after-school program staff?
3. To ensure that the IEP process is as transparent and strength-based, what additional support is needed (referral, assessment, IEP development)?
4. What additional strategies can be implemented to increase the awareness of the special education continuum and benefits of inclusive settings?
5. Is progress of IEP goals being communicated appropriately and timely to parents of students with disabilities? What additional resources can be utilized, if needed?



- [Promising Universal Prekindergarten \(UPK\) Practices Video Series Link](#)





**Thank you!**