Curriculum, Instruction, and Assessment: Developmentally Appropriate Practices for UPK Facilitator's Guide











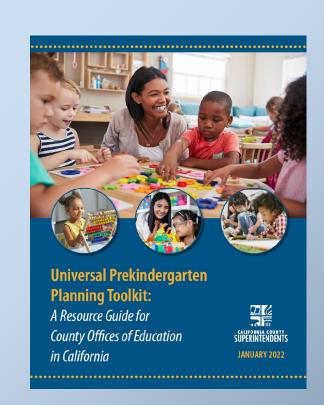




Tim A. Hire, County Superintendent of Schools

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

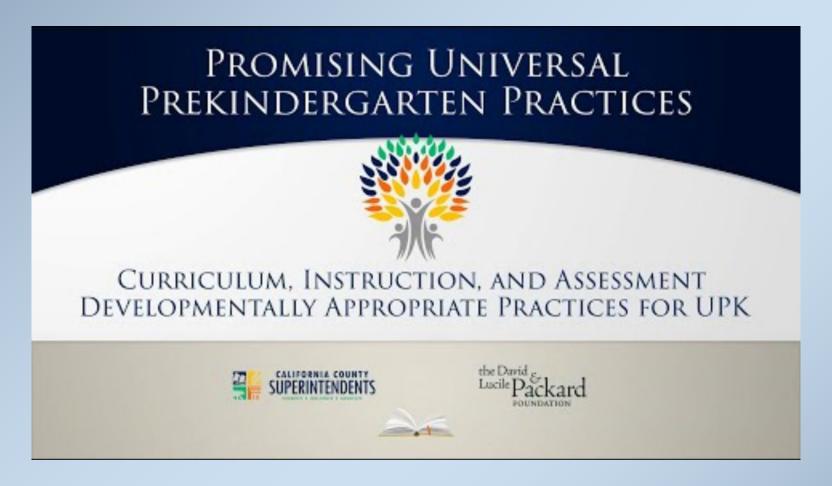
Curriculum, Instruction, and Assessment: Developmentally Appropriate Practices for UPK

 Description of the key elements of a high-quality learning environment including developmentally appropriate practices and intentional play-based and hands-on learning experiences for children.

Video Description

- Describes the key elements of a high-quality learning environment including the importance of intentional play-based and hands-on learning experiences for students.
- Discusses the significance of implementing a social-emotional learning curriculum for both students and teachers to foster a positive climate.
- Discusses site administrative teams' understanding and supporting the critical elements of high-quality learning environments and the developmental needs of young learners.
- Emphasizes the coordination of the P-3rd grade continuum to build knowledge and provide a solid foundation for student's academic and social development.

Promising UPK Practices



Video Link: https://youtu.be/zVnCzQTeQ9g

Administrator Focused Questions

- 1. What is our social-emotional curriculum? Is it being utilized consistently? Are there other social-emotional strategies/curricula that could also enhance our early learners' social skills?
- 2. How does our program measure the quality of its environment, curriculum, and experiences?
- 3. How are our educators and after-school program staff promoting the importance of play-based learning in the classroom and outside learning areas?
- 4. How are we partnering with families/parents to emphasize the importance of play-based learning and the important role of playful learning in early education?

Teacher Focused Questions

- 1. What is our social-emotional curriculum? Is it being utilized consistently? Are there other social-emotional strategies/curricula that could also enhance our early learners' social skills?
- 2. Reflect on your comfort, and experience with encouraging, and planning for play-based learning in your classroom and outside learning areas. How might existing strategies be improved?
- 3. Is the importance of play-based learning a pedagogical belief shared among all teachers?
- 4. How is the importance of play-based learning communicated with families?
- 5. Do the parents and families in our program seem to understand the value of play?



 Promising Universal Prekindergarten (UPK) Practices Video Series Link



Thank you!