

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





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!