



Preschool for All Quality Framework & Workforce Competencies Report Addendum

Preschool for All focuses on joyful, culturally responsive, developmentally appropriate, inclusive early learning experiences for children. In order to ensure quality and consistency across provider settings, the Preschool for All Task Force approved a set of 10 quality standards and seven core staff competencies adapted from the National Association for the Education of Young Children’s (NAEYC) program quality and professional competency standards.

Preschool for All administrators will assess providers for readiness to implement and alignment to standards using the Early Childhood Environmental Rating Scale – Revised (ECERS-R) for center and school based programs, the Family Child Care Environmental Rating Scale Revised (FCCERS – R), and an adapted version of the Administration for Children and Families Center on Cultural Responsiveness Program Preparedness Checklist. Once admitted to the program, providers will receive ongoing coaching to support continuous improvement over time. Providers will also participate in a Preschool for All professional development series and ongoing training aligned with the Preschool for All core competencies.

Program Quality Standards and Competencies

Relationships

Trusting relationships are core to positive interactions between adults and children, and to strengthening community and program development. Positive relationships are the center of program design and partnerships with families to create a joyous preschool experience for children.

Parent and Family Partnerships

Preschool for All programs value each family’s unique expertise about their children and honor the parent and family’s role as their child’s first teacher. Parents and program staff partner to set goals for each child and to communicate about each child’s growth, learning, and development at home and in the classroom.

Families and parents have opportunities to form networks and connections with one another and all cultures and linguistic backgrounds are welcome.

Community Relationships

The program actively works to engage community partners and work with them to provide support for children and families. Community members are actively invited into the classroom.

Teaching

Programs use developmentally appropriate and culturally and linguistically responsive teaching practices. Programs recognize that children have diverse learning styles, cultural backgrounds, interests, and needs and used varied instructional practices to support learning. Classroom practices balance whole group, small group, and individual learning opportunities and provide both child led and teacher led activities.

Staff Competencies, Preparation, and Support

Programs involve educators in educational opportunities that are intentional for staff growth, reflection, child development, program assessment, curriculum, and positive guidance. Teachers are provided with observation, supervision, coaches, and mentoring. Program staff look like the community they work with, and are exposed to multicultural, culturally responsive, and trauma informed practices.

Curriculum

Curriculum is comprehensive across all domains of learning and development. Curriculum is tailored to the needs of the population served and is flexible/adaptable to support individualized instruction. Curriculum treats children's culture and linguistic background and assets for teaching and learning diverse languages and Black English. Curriculum has intentional structures designed to welcome families and community into the classroom.

Screening and Assessment

Assessment evidence is gathered in realistic, developmentally appropriate settings that children are comfortable in and that are consistent with children's culture and language. Multiple sources of information are gathered over time, including observations and information gathered from parents and families. Assessments are used to develop insight into each child's learning and development and used to plan instruction accordingly.

Health

The program supports health, wellness, and safety through education, family engagement, and connection to community resources.

Physical Environment:

The classroom's physical environment is warm, safe, and welcoming. A variety of child-centered learning materials are accessible to children of different ages and abilities, and are available in children's home languages. The space celebrates children, families, and communities present in the classroom through showcasing their work and art.



Leadership and Management

Program leadership and management are diverse and committed to supporting employees in maintaining a healthy work/life balance through an integration of benefits and clear policies and procedures. Likewise, they are dedicated to creating a dynamic and professional work environment devoted to continual professional learning.

Standards are defined on the following pages of this document.

Relationships

Trusting relationships are core to positive interactions between adults and children, and to strengthening community and program development. Positive relationships are the center of program design and partnerships with families to create a joyous preschool experience for children.

How we will know this is happening

Staff relationships with children

- Teachers acknowledge and honor children's emotions, modeling empathy, facilitating development of compassion and empathy in children.
- Mindfulness skills are taught and reinforced.
- Relationships are caring, loving, kind, and trusting.
- Children are comfortable seeing help when needed.
- Staff support children to share insights, discoveries, and accomplishments with teachers and peers.
- Staff develop universal expectations within/with the learning community and communicate them clearly.
- Staff/program use restorative justice to resolve challenges.
- Teachers know children's names, interact at their level, and show genuine interest and concern for them.
- Smiles, laughter, and silliness are observed between teachers and children.

Staff/program relationships with parents

- Relationships between program staff and families demonstrate a foundation of respectful and warm reciprocal listening that responds to and values culture.
- Staff/program use restorative justice to resolve challenges.

Children's relationships with one another

- Teachers provide purposeful support and facilitation of peer to peer interactions.
- Students are empowered and supported to solve conflicts.
- Children are supported to build and repair relationships.

Parent and Family Partnerships

Preschool for All programs value each family's unique expertise about their children, and honor the parent and family's role as their child's first teacher. Parents and program staff partner to set goals for each child and to communicate about each child's growth, learning, and development at home and in the classroom.

Families and parents have opportunities to form networks and connections with one another and all cultures and linguistic backgrounds are welcome.

How we will know this is happening:

- **Family partnerships:**
 - As children's first and most important teachers, families are engaged as partners and leaders in their child's learning and development.
 - Program staff engage in regular communication with families to understand their goals for their children and themselves and work toward those goals together.
 - Families and staff work together to promote social emotional, physical, and academic development and families are actively provided opportunities to spend time in the classroom.
 - Families share their knowledge about their child. Teachers and home visitors share information about the child's development, learning style, and progress, including both strengths and areas for growth.
 - All people and cultures are made to feel welcome in the program.
 - Program staff visibly treat families with respect (example: greeting parents at the door during drop off and pick up.)
 - Feedback is asked for and used in programming via parent advisory councils/parent surveys.
- **Family Engagement in Transitions:**
 - Parents and families encourage and advocate for their child's learning and development as they transition to new learning environments.
 - Teachers share information with parents on what is expected and required of children in kindergarten and provide support in preparing for the transition.
- **Family well-being:** Families have access to family support services through the program.
- **Family Connections to Peers and Community:**
 - Parents and families with children in the program have opportunities to form deeper connections with peers, mentors, and other community members to create strong social networks.
 - These networks honor all cultures and languages as well as help support families working together to enhance their connections within their community.

Aligns with ECCRS-R/FCCERS: Not applicable - not included in these tools.

Aligns with Program Preparedness Checklist: Yes.



Community Relationships

The program actively works to engage community partners and work with them to provide supports for children and families. Community members are actively invited into the classroom.

How we will know this is happening

- Programs have strong connections to their neighborhoods.
- Programs complete and act on community assessments to define and map resources, and parents are included in the assessment process.
- Community members are invited in as volunteers to read with children, and to share their jobs, talents and cultures.
- Community partnerships support families to access support services*.
- Programs and the K-12 community connect to support transitions into kindergarten.

Alignment with ECCRS-R/FCCERS: N/A - domain not included.

Alignment with Program Preparedness Checklist: Yes

Teaching

Programs use developmentally appropriate and culturally and linguistically responsive teaching practices. Programs recognize that children have diverse learning styles, cultural backgrounds, interests, and needs and used varied instructional practices to support learning. Classroom practices balance whole group, small group, and individual learning opportunities and provide both child led and teacher led activities.

How we will know this is happening

Instructional practices

- Teacher led and child led activities are both present and balanced in the classroom.
- Lessons/classroom activities are interactive and built upon children’s interests, experiences, and cultural references.
- Children are given the opportunity for problem solving, free play, and exploration.
- Differentiated teaching and learning is present - accomplished through varied/balanced time for whole group, small group, and independent activities.
- Children are exposed to art, music, play, and books. Play is used to develop both social emotional and academic skills.
- Play areas and centers (water table, sand table, dramatic play area, etc.) are set up with intention to support and guide children’s curiosity and learning.
- Practices support Dual Language Learners.
- Practices support children with delays or disabilities.
- Children receive positive support to solve challenges and regulate feelings.

Adult/child interactions

- Expectations are clear, consistent, and communicated in a positive manner.
- Challenging behaviors are approached through positive and supportive interventions.

Alignment with ECERS-R/FCCRERS:

Yes and...

- Require strong focus on culture. Examples: communication is culturally appropriate; use of language/developing children’s language includes cultural language patterns such as Black English and Dual Language Learners; developing positive social interactions require staff to support conflict resolution & repair.
- “Promoting diversity” category is better described by Program Preparedness Checklist

Alignment with Program Preparedness Checklist: Yes.

Staff Competencies, Preparation, and Support

Programs involve educators in educational opportunities that are intentional for staff growth, reflection, child development, program assessment, curriculum, and positive guidance. Teachers are provided with observation, supervision, coaches, and mentoring. Program staff look like the community they work with, and are exposed to multicultural, culturally responsive, and trauma informed practices.

Creating a foundation for all of the following standards is a commitment that staff working in Preschool for All settings must be firmly grounded in equity- in knowledge and practices that build learning environments where every child is loved and nurtured for who they are and all families are welcomed as equal partners in their child's development.

Standard 1. Child Development and Learning in Context

Early childhood educators are grounded in an understanding of the developmental period of early childhood from birth through age eight across developmental domains. They understand each child as an individual with unique developmental variations. They understand that children develop within relationships, that learning is constructed by adults and children together and within the context of families, cultures, languages and communities. They understand that larger societal contexts and adversity, including structural inequities such as racism, sexism, classism, ableism, homophobia and xenophobia impact young children's learning and development. They use this knowledge to make informed decisions to carry out their responsibilities, including creating inclusive early learning environments and discovering ways to meet the needs of children who are developmentally or neuro-diverse.

Key competencies of Standard 1

1a: Understanding the developmental period of early childhood from birth through age eight across areas such as physical, cognitive, social and emotional, and linguistic (including bilingual development)

1b: Understanding each child as an individual with unique developmental variations, agency, strengths, interests, challenges, approaches to learning, experiences and abilities

1c: Understanding the ways that child development and the learning process occur within multiple contexts including family, culture, language, and community as well as within a larger societal context of structural inequities. This includes the impact of adversity on young children

1d: Using this multidimensional knowledge (developmental period of early childhood, individual child, context of development, and multiple social identities (race, language, culture, class, gender and others)) to make decisions, that are trauma informed and inclusive to support each child

Standard 2. Family and Community Partnerships

Early childhood educators understand that successful early childhood education depends upon partnerships with children's families and communities. They recognize that parents and other family members are children's first and most important teachers and that ongoing relationship building and care is essential. They know about, understand, and value the importance of and diversity in family and

community. They use this understanding to create respectful, culturally and linguistically responsive, reciprocal relationships to engage families and communities in young children's development and learning. They use a trauma-informed approach in their relationship building. They use community resources to support young children's learning and development and to support families. They also support partnerships with early learning settings, schools and community organizations and agencies

Key competencies of Standard 2

2a: Knowing about, understanding and valuing the diversity of families and communities

2b: Knowing how to support and engage families and communities through respectful, culturally-responsive, reciprocal on-going relationships

2c: Engaging as partners with families in young children's development and learning, including sharing needed resources with families

2d: Using community resources to support families and young children

Standard 3. Child Observation, Documentation, and Assessment

Early childhood educators understand that the primary purpose of assessment (formal and informal, formative and summative) is to inform instruction and planning in early learning settings. They understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know how to use observation, documentation, and other appropriate assessment approaches and tools. They are responsible and ethical in their use of assessment and assessment results. In partnership with families and professional colleagues, they document individual children's progress, and plan learning experiences that promote positive outcomes for each and every child.

Key competencies of Standard 3

3a: Understanding the purposes of observation, documentation, and assessment in early childhood education

3b: Using observation, documentation, and appropriate assessments as tools and approaches to improve teaching practices

3c: Using assessments that are developmentally, culturally, and linguistically appropriate to document developmental progress and promote positive outcomes for each child

3d: Practicing responsible observation, documentation, and assessment that is ethically grounded and that actively challenges the educator's own biases

3e: Sharing observations and documentation with families, professional colleagues, and children in ways that support meaningful connections to learning

Standard 4. Developmentally, Culturally, and Linguistically Appropriate Teaching Practices

Early childhood educators understand that teaching and learning with young children is complex, and that teaching and learning changes depending on individual children's ages, characteristics, and the setting. They understand and use positive, caring, supportive relationships and interactions as the foundation for their work with young children. They are knowledgeable about developmentally appropriate, culturally and linguistically relevant, universally designed materials and environments for early education that are effective for children with special needs and for children who are typically developing. They are able to differentiate instruction for individual children and for groups. They understand the importance of play and inquiry in young children's learning and development and how to support play in early education. They use a broad range of developmentally appropriate, culturally and linguistically relevant and evidence-based teaching approaches that reflect universal design for learning principles. They develop and sustain reflective, responsive and intentional practice.

Key Competencies of Standard 4

4a: Understanding and using positive, caring, supportive relationships and interactions as the foundation of their work with young children and building a culture that respects the uniqueness of each child, including their experiences, abilities and culture

4b: Understanding that the science of learning and child development indicates the need for distinct teaching skills and strategies appropriate to early childhood, along with differentiated instruction to support children's individual needs, including those of bilingual children and children with developmental delays or disabilities

4c: Using a broad repertoire of developmentally appropriate, culturally and linguistically relevant, anti-bias, and evidence-based teaching approaches that reflect universal design for learning principles

4d: Developing and sustaining reflective, responsive and intentional practice

4e: Using play as a key foundation for teaching and learning

4f: Using culturally responsive, developmentally appropriate behavior management strategies

Standard 5. Content Knowledge in Early Childhood Curriculum

Early childhood educators use their content knowledge and teaching practice to design, implement, and evaluate experiences that promote positive development and learning for every young child. They understand early education curriculum areas and the progressions within those areas, including how young children learn and process information. They apply their own knowledge of curriculum content, early learning standards, and knowledge of what is meaningful to the children and families served, to spontaneous and planned teaching practices, and to curriculum development, implementation and evaluation.

Key competencies of Standard 5

5a: Understanding content knowledge and resources—the central concepts, inquiry tools, and structures—of an early education curriculum.

5b: Understanding teaching content knowledge—how children learn and how to effectively support young children’s learning in each curriculum area.

5c: Applying content and teaching knowledge in the use of early learning standards and other resources; in decision making during both planned and spontaneous teaching practices; and to curriculum development, implementation and evaluation.

5d: Applying understanding of the connections and unifying concepts across content areas to develop and implement curriculum plans and to support children’s integration of knowledge from multiple content areas to solve meaningful problems and explore their world.

Standard 6. Professionalism as an Early Childhood Educator

Early childhood educators know and use ethical guidelines and other early childhood professional guidelines. They are continuous, collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on early childhood education to inform their practice. They engage in ongoing and proactive work to dismantle biases and prejudices within themselves, their program and the community.

Key competencies of Standard 6

6a: Knowing about and upholding ethical standards and other early childhood professional guidelines, including licensing guidelines and federal and state laws such as reporting child abuse and neglect, health and safety practices, and the rights of young children with developmental delays and disabilities

6b: Engaging in continuous, collaborative learning to meaningfully inform practice. This includes integrating knowledgeable and critical perspectives on early education and developing the habit of intentional, reflective practice

6d: Engaging in ongoing, proactive work to dismantle biases and prejudices within themselves, their program, and the community.

6e: Using strong communication skills to effectively support young children’s learning and development and work with families and colleagues

Standard 7. Program Management

Knowledge of accepted business practices, legal and regulatory requirements, financial obligations, and record keeping. Developing and implementing program policies, communication strategies, management plans, and sound financial practices.

Key competencies of Standard 7

7a: Ensuring that the program's philosophy and daily practice is aligned to professional guidelines, funding requirements and needs of the community

7b: Designing policies and procedures that support the program's financial needs and goals, including those related to:

- Staffing
- Budgets and other financial tools
- Local, state and federal requirements and laws
- Record keeping
- Taxes

7c: Meeting legal and regulatory requirements while advocating for children, families, staff, and advisory groups or boards

7d: Promoting the philosophy and the needs of the program and responding equitably to the needs of families and the community

7e: Designing program philosophy, daily practice, policies and procedures that meet the needs of a diverse group of children, including children with special needs This includes evaluation of curriculum, equipment and materials, as well as examining policies and procedures for how they support equity and inclusion

7f: Providing strong leadership and visionary direction by equitably planning for, recruiting, hiring, orienting, supporting, valuing, training, supervising, and evaluating the growth and development of staff and volunteers that reflect the community. Promoting a positive and professional culture among staff

7g: Understanding how the program relates to the needs of the community, responding to market demands and developing communications tools that are accessible to the diverse communities they serve

Curriculum

Curriculum is comprehensive across all domains of learning and development. Curriculum is tailored to the needs of the population served and is flexible/adaptable to support individualized instruction. Curriculum treats children's culture and linguistic background and assets for teaching and learning diverse languages and Black English. Curriculum has intentional structures designed to welcome families and community into the classroom.

Programs select curriculum based on knowledge and needs of the population of children they serve. Curriculum must align with the Oregon Early Learning and Kindergarten Guidelines and follow the selection criteria below. Programs may use locally developed curriculum via a demonstration of alignment with the guidelines.

How we will know this is happening

Selection

Preschool for All will use the following curriculum criteria to guide providers in the selection of curriculum. Program curriculum must:

- Be grounded in child development principles and research, including principles and research drawn from culturally and linguistically responsive communities.
- Draw on research of child development.
- Comprehensive across learning domains. (Self regulation, social-emotional development, language and vocabulary development, early literacy, early math.)
- Include specific learning goals and well-designed activities for children in the program.
- Include well-designed, varied, learning activities that support specific learning goals through highly interactive, experiential learning activities.
- Support individualized instruction and be flexible/adaptable to children's individual learning.
- Be culturally and linguistically responsive and treat culture and language as assets.
- Be inclusive of children with developmental delays or disabilities.
- Include family involvement materials and plans.

These criteria are adapted from the Administration on Children and Families Preschool Curriculum Consumer Report (2017).

Use:

- Weekly plans based on current study topic and children's interests/needs posted/available to families.
- Implemented in a way that supports children's interests.
- Used to address systemic oppression.
- Used to build compassion, empathy, identity, autonomy, and mindfulness.

Preschool for All Curriculum List

Curriculum to include (currently in use in local, state, or national programs)

Prior to program implementation, a summary of each curriculum, along with its focus, content, and limitations, will be published for providers to reference while making their selection.

- Core Knowledge Preschool Sequence
- The Creative Curriculum for Preschool
- Curiosity Corner
- DLM Early Childhood Express
- Frog Street Pre-K
- Galileo Pre-K
- Habits of Mind (locally developed Reggio Emilia curriculum developed by Teaching Preschool Partners and the founder of the Opal School)
- Habits of Success (locally developed Reggio Emilia inspired curriculum. Developed by KairosPDX)
- HighReach Learning*
- HighScope*
- Innovations: The Comprehensive Preschool Curriculum*
- InvestiGator Club*
- Juntos Aprendemos (locally developed multi-generational preschool-like curriculum developed by Latino Network)
- KinderCare curriculum
- *Learning Experiences Autism Programming (LEAP)*
- Opening the World of Learning*
- Preschool First*
- Ready, Set, Go! (locally developed multi-generational preschool-like curriculum developed by Metropolitan Family Services)
- Scholastic Big Day For Pre-K*
- Tools of the Mind*

Full descriptions of any curriculum with an asterisk next to it are available in the Administration for Children and Families Preschool Curriculum Consumer Report (2017). Preschool for All administrators will need to craft a description of locally designed curricula with the creators of the materials.

Alignment with ECERS-R/FCCRS: Yes

Alignment with Program Preparedness Checklist: Yes.

Screening and Assessment

Assessment evidence is gathered in realistic, developmentally appropriate settings that children are comfortable in and that are consistent with children's culture and language. Multiple sources of information are gathered over time, including observations and information gathered from parents and families. Assessments are used to develop insight into each child's learning and development and used to plan instruction accordingly.

Preschool for All programs may choose formative and program-level assessments most appropriate for the children they serve. Assessments must align with the program's chosen curriculum and the Oregon Early Learning and Kindergarten guidelines.

How we will know this is happening

- Developmental screening and assessment tools are used for their intended purposes.
- Any developmental screening and assessment tools used must be designed for use with the ages, cultures, home languages, socioeconomic status, and abilities of the children being assessed.
- What is screened or assessed is developmentally and educationally significant and includes comprehensive measures of learning and development.
- Developmental screening and assessments are conducted in the child's home language in developmentally appropriate settings that children are comfortable in and that are consistent with their culture. As much as possible developmental screenings are conducted with the child's parents or family.
- Assessments use multiple sources of information gathered over time, including observations and information from parent/family observations.
- When used to evaluate for overall program effectiveness, assessments are not used to draw conclusions about individual children.
- Staff are knowledgeable about assessment and receive training on the tools they are asked to use.
- Staff are given protected time to review and use assessment information to plan curriculum and instructional strategies accordingly.

Alignment with ECCERS-R/FCCERS: N/A domain not included.

Alignment with Program Preparedness Checklist: Yes, with some adaptations for programs that are not Head Start.

Health

The program supports health, wellness, and safety through education, family engagement, and connection to community resources.

How we will know this is happening

Meals

- Children are engaged in making snacks and meals as a way to learn about nutrition.
- Healthy, quality, food is provided.
- Children have toys and materials that support learning about healthy food.
- Children are intentionally taught about healthy food and eating.

Physical health

- Program follows best practices regarding screen time.
- Program includes physical activity (gross motor) time in the daily routine.

Emotional health

- Children are supported to understand sense of self in community.
- Children's emotional well-being is supported (mindfulness education).

Safety

- Program complies with state licensing health and safety regulations.

Family support

- Families are involved in promoting children's health, well-being and safety.
- Parent volunteers are trained in how to create a safe classroom environment and to respond to unsafe situations.

Environment

- Posters on the wall teaching about food, safety, health education, emotional health, and therapeutic resources in languages that families speak and read.

Physical Environment:

The classroom's physical environment is warm, safe, and welcoming. A variety of child-centered learning materials are accessible to children of different ages and abilities, and are available in children's home languages. The space celebrates children, families, and communities present in the classroom through showcasing their work and art.

How we know this is happening:

Classroom materials:

- Children have easy access to learning materials and books. (Accessible at the child's level).
- Different types of materials (natural, bright, recycled) available to allow for variation/creativity.
- Centers, activities, and equipment are available to children with a wide range of abilities.
- Variety of stations/materials available at stations to facilitate different types of play and investigation.
- Materials/stations that support development of fine and gross motor skills, number sense, literacy, imaginative play
- Materials – books, toys, decorations, music, art – reflect cultural identities. Children can see themselves in the materials and the materials reflect the community's served.
- Books and other print are available in all children's home languages.

Classroom environment:

- The wall is decorated with samples of children's work at child's level.
- The wall is decorated with current pictures of children and their families.
- The space is safe, clean, in good repair, and meets state licensing health and safety requirements (outlets covered, teacher eye-line).
- Space for both group projects and individual work.
- Space for sensory experiences.

Outdoor environment:

- Enough space to play with a soft surfaces, hard surfaces, and a shaded area.
- Climbing structures, bikes, sports equipment, digging area/toys.

Alignment with ECERS-R and FCCERS: yes

Alignment with Program Preparedness Checklist: yes

Leadership and Management

Program leadership and management are diverse and committed to supporting employees in maintaining a healthy work/life balance through an integration of benefits and clear policies and procedures. Likewise, they are dedicated to creating a dynamic and professional work environment devoted to continual professional learning.

How we will know this is happening

Management diversity:

- Program leadership is diverse and reflective of community.

Management experience and competency:

- Program is kept financially stable.
- Knowledgeable/trained in early childhood development and education.
- Assessment of competency

Provision of staff support:

- Staff receive supervision and coaching from leader(s).
- Staff are provided paid professional development (paid leave or stipends) based on development needs and professional goals.
- Staff feel safe expressing concerns, know who to go to, and know the process for doing so.
- Paid planning days are provided.
- A staff wellness strategy is in place.
- Staff receive benefits that include medical and retirement benefits, family leave, and sick leave.

Aligns with ECERS-R and FCCRS: Yes.

Aligns with Program Preparedness Checklist: Yes.