

FLORIDA STATE BOARD OF EDUCATION UNIVERSAL PREKINDERGARTEN EDUCATION ADVISORY COUNCIL

Characteristics of High Quality Early Education

CATEGORY	QUALITY STATEMENT
Accountability for outcomes	<ul style="list-style-type: none"> • Characterized by accountability expectations across the entire spectrum: child outcomes, teacher, parents, and the legislature; include performance-measurement system; e.g., How do you know when high quality is achieved? • Consistently high-performing programs regardless of geographic location or provider type. • Recognizes the uniqueness of each child; multi-track process that provides that validates outcomes in all socio-economic backgrounds. • Ensures that children have functional use of oral language; able to orally communicate to interact effectively with others.
Assessment	<ul style="list-style-type: none"> • Features individualized learning experience linked to on-going assessment of each child's needs regardless of child's background. • Recognizes that outcomes for children may be different given their individual needs; rates of learning may be different. • Uses a statewide assessment of child outcomes that includes both diagnostic and prescriptive components, but avoids stigmatizing children.
Community partnerships	<ul style="list-style-type: none"> • Ensure that children are ready for the learning experience; recognize that the child's basic needs (e.g., medical, hygiene, breakfast, homeless, etc.) must be met through coordination with other state agencies or private partnerships.
Curriculum and standards	<ul style="list-style-type: none"> • Literacy-focused, age-appropriate curriculum; must include family literacy opportunities. • Responsive to children with disabilities and those with special needs; consider incentives for programs. • Customized and student-centered focused on the needs of the individual child. • Multi-sensory approach to early reading; hands-on approach that includes the research-based components (phonics, vocabulary, etc.) of reading. • Must be fun and instill a love for learning! • Appropriate learning environments with low or favorable student to teacher ratios and using appropriate learning materials and curriculum.
Delivery design	<ul style="list-style-type: none"> • Inclusive of the widest possible array of providers, including family-based providers; Systemic coordination with family child-care homes; ways and means to partner.
Parent Involvement	<ul style="list-style-type: none"> • Respectful partnerships between parents and teachers; respectful of cultural diversity; second-language learners. • Parents need attention too; opportunities for all parents to "grow with" their child and develop parenting skills; partner with other providers/agencies for resources and services for families
Professional Development	<ul style="list-style-type: none"> • Systematic and structured on-going staff development for all providers; all providers must have access to the same quality staff development in key areas such as curriculum delivery and serving children identified with special needs and disabilities.