

Pre-K for All Professional Learning Criteria

The Division of Early Childhood Education (DECE) works with pre-K programs and other partners to support the DOE’s larger vision for high-quality professional learning experiences. This work is driven by research as well as the leaders and teachers serving our children and families. All professional learning experiences support the implementation of the research-based comprehensive state pre-K learning standards and guiding principles, known as the Prekindergarten Foundation for the Common Core (PKFCC), and the New York City Pre-K for All Program Quality Standards (PQS). DECE professional learning opportunities align to these foundational documents to deepen a shared understanding and drive a unified effort to improve quality in our practice, preparing all children for success in kindergarten and beyond. All professional learning sessions include opportunities to include students with disabilities, engage families, and address cultural and linguistic diversity.

Effective and high-quality professional learning is:

Purposeful

- Learning objectives and outcomes are communicated clearly with educators.

Evaluated and tied to educator and student outcomes

- Sessions provide educators with strategies to use in their classrooms to help children increase their knowledge and skills, based on the PKFCC.

Data-driven and research-based

- Student level data, such as authentic assessment, and program level data, such as the Early Childhood Environment Rating Scale – Revised (ECERS-R) and the Classroom Assessment Scoring System (CLASS), are used to engage educators in the data cycle in a strengths-based environment.

Relevant to participants and the current educational landscape

- Learning builds on the experience and expertise of educators and addresses their needs in developing the skills and knowledge needed to meet expectations defined in the PQS.

Provided in a safe environment for learning and risk-taking

- Learning occurs in a respectful and solutions-oriented environment.

Collaborative

- Educators have opportunities to work together, share ideas and expertise, and constructively push each other’s thinking.

Experiential

- Learning includes interactive and hands-on approaches and action-planning to meet classroom/site needs.

Differentiated and addresses varying adult learning needs

- Learning incorporates knowledge of how adults learn and is differentiated according to the diverse needs and background knowledge of new and experienced teaching teams and leaders.

Ongoing and sustainable with opportunities for reflection

- Learning includes multiple opportunities for ongoing reflection, planning and implementation of strategies learned in professional learning sessions.

Supported through dedicated time, resources, and structure

- Learning is supported through prioritization and coordination of time, resources and structure across all pre-K programs.