

Pre-K for All Program Quality Standards

Every day, throughout New York City, we work to ensure all our students will be ready for the next stage of their education, and ultimately, prepared to succeed and engage as citizens in the 21st century. As part of this mission, and for the first time in New York City's history, every four-year-old will have the opportunity to begin their path to success in free, full-day, high-quality pre-K through NYC's Pre-K for All.

The NYC Pre-K for All Program Quality Standards define the New York City Department of Education's (NYCDOE) vision for high-quality for Pre-K for All programs in NYC. They describe the key practices of family engagement, rigorous and developmentally appropriate instruction, professional collaborations, and leadership that support children in gaining the knowledge and skills outlined in the [New York State Prekindergarten Foundation for the Common Core](#) (PKFCC). Grounded in the NYCDOE's vision for school improvement across the pre-K to 12 continuum, the [DOE Framework for Great Schools](#), the Pre-K for All Program Quality Standards establish a shared set of expectations for pre-K programs across all settings. The NYCDOE Division of Early Childhood Education (DECE) staff, pre-K program leaders and teachers, and pre-K families will use the Program Quality Standards to understand and advance program quality and positive outcomes for children.

Pre-K is a critical and irreplaceable foundation for our city's young learners, and is the beginning of their educational relationship with the NYCDOE. As such, the Program Quality Standards provide a new opportunity for collaboration between the NYCDOE, Pre-K for All educators and leaders in New York City Early Education Centers (NYCEECs) and elementary schools. Pre-K children and their families will benefit from smooth transitions between pre-K and Kindergarten, and the NYCDOE can continue to build on the quality foundations for learning and development established in the pre-K year. Beginning in the 2015-2016 school year, the DECE's tailored supports and professional learning opportunities will be aligned to the Program Quality Standards and the DECE will engage with programs and school communities to deepen a shared understanding. The Pre-K for All Program Quality Standards will drive a unified effort to improve quality in our practice, preparing all children for success in Kindergarten and beyond.

Aligning the Pre-K for All Program Quality Standards to the Framework for Great Schools

Strong Family-Community Ties

NYC Pre-K for All begins with strong relationships and is a unique opportunity to establish partnerships with families at the beginning of a child's P-12 experience. Pre-K programs create trust and respect in their community by communicating with families in ways the families can understand and by valuing what families know about their child and their needs. Families are supported in building their capacity to act as their child's first teacher and advocate, and programs partner with families and community organizations to help each child and family succeed.

Effective School Leadership

NYC Pre-K for All leaders play a key role in shaping a vision for *how* the program will help each child learn and grow in the context of the community each program serves. They create a positive culture in the program to support that vision and work with teachers and families to set goals. They gather and use many types of information to manage their resources to improve outcomes for children. Leaders work together with their staff and families to improve the quality of the program.

Supportive Environment

NYC Pre-K for All programs provide a safe and healthy environment as the foundation for children as they learn and grow. Programs respect and value the differences for individual children, and make changes to the ways they teach so each child can succeed. Each and every child will be supported in meeting high expectations for their holistic learning and growth.

Rigorous Instruction

Pre-K for All children are active learners who learn through play, exploration, and from their relationships with teachers and peers. Teachers are role models and work together and with children to create a classroom culture where children learn to think critically, are motivated to solve problems and think creatively, and can work independently and interact with others in positive ways. When teachers have rich interactions with children, make materials and books available to embrace the diversity in the classroom, and arrange the physical environment in a thoughtful and responsive way, *all* children are supported in their learning and growth.

In NYC Pre-K for All, teachers learn about the children in their class through assessments that are appropriate for young children, observing and listening to children, and two-way communications with families. Teachers use that knowledge along with learning goals for pre-k children in all the domains of the Prekindergarten Foundation for the Common Core in order to plan the curriculum. This cycle is ongoing and allows teachers to respond to what children know and can do throughout the year. Rigor in these actions of assessment and planning, as well as through instruction that honors the ways young children learn, ensures that Pre-K for All programs are supporting all children in developing the foundations of the knowledge, skills, and attitudes needed for success in kindergarten and beyond.

Collaborative Teachers

NYC Pre-K for All teachers, leaders, and other teaching staff are committed to improving their professional practice and outcomes for children and families. They work together to improve the quality of teaching and learning in the Pre-K classroom. Program leaders work with teachers and other staff to learn from student work and provide professional feedback. Teachers take ownership of their own learning, and are supported in developing their own leadership skills.

Trust

Everyone works toward the shared goal of improving child and family outcomes, preparing children for success in school and beyond. Program administrators, teaching staff, children, and families value and respect each other. Relationships between all members of the program and school community are based on mutual respect, personal regard, and integrity.