kid-FRIENDLy *Community-Based Childcare* Pathway Map (Version I *June 2015*)

Starting	Scaling Up	Sustaining	
Children Ages 3, 4, 5			
Students access print and language rich classroom environment Students access curricular materials and equipment in a variety of group settings, e.g., whole group, small group, centers, individual Students actively plan, question and make choices as described in lessons from research –based curriculum grounded in early childhood standards (higher level thinking "Blooms" and inquiry/science cycle models)	Students make personalized choices within the classroom learning environment Students initiate learning activities and pose questions to peers and teachers regarding learning tasks Students continue to use inquiry/science cycle models for learning on daily basis	Students set goals for learning on a regular basis Students use inquiry/science cycle process in all aspects of learning inside and outside the classroom	**Renewing**
Teachers			
Teachers access National Early Literacy Panel Results and other Early Childhood Measures to purchase curriculum personalized to classroom Teachers implement new curriculum and use instructional strategies aligned to research-based practices and state quality rating scale Teachers use professional learning opportunities to increase content and pedagogical knowledge, e.g., Curriculum PD, Brigance Screener and Follow-up, Print Rich Environment, Dialogic Reading Teachers share early childhood readiness standards with parents and larger community	Teachers access National Council Teachers of Mathematics Research to receive specific strategies from the Erikson Institute (professional learning) Teachers intentionally plan instruction based on student needs, e.g., use of Brigance screener results and research-based curriculum Teachers share inquiry/science cycle model of learning with parents and larger community Teachers design a child led environment throughout the center Teachers intentionally set up peer to peer interactions and encourage student to teacher interactions rich in language development, student voice and self-efficacy	Teachers collaborate with peers across the region and participate in networks to plan and refine instructional practices	**Renewing**

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Starting	Scaling Up	Sustaining
Center Leaders (Director/Lead Teacher)		
Directors provide time and resources for teachers to attend professional learning experiences Directors ensure the fidelity to the use of research-based curriculum Directors align policy and resources to curriculum based on early childhood standards Directors access the kindergarten readiness goal and benchmark for their community Directors ensure teachers communicate regularly with parents and larger community Directors access multiple agencies to support childcare goals	Directors provide resources for classroom environment and rosters to ensure all students have access to learning Directors provide feedback to teacher regarding professional growth Directors provide time for teachers to plan during the work day Directors participate in professional learning experiences provided by kid·FRIENDLy and others Directors provide feedback to kid·FRIENDLy staff regarding needs and services provided	Directors participate in multiple networks across the region to influence resources and decisions, e.g., Early Learning Leadership Network, Early Childhood Councils, kid·FRIENDLy Network Directors complete an annual center improvement plan based on the latest research. Changes occur over time and are integrated into daily practices