Early Childhood Professional Development & Leadership System

Mind in the Making

Systems Thinking

Instructional Support

Arizona Early Learning Standards

Evaluation

Evidence-Based Coaching

Building Developmentally Appropriate Professional Development Systems

Developing High Quality Family Childcare Homes

Implementing Developmentally Appropriate Practice in All Classrooms

Improving the Quality of Infant & Toddler Practice

Improving Instructional Support in Public Preschools

Improving Transition Strategies for Tribal Kindergarten Children

Creating Pathways from Associate's to Bachelor's Degrees

Supporting Higher Education Early Childhood Degree Completion

Raising the Quality in Early Childhood Environments

Creating Developmentally Appropriate Inclusive Classrooms

Great Expectations for Teachers, Children and Families

Developmentally Appropriate Practice

Great Expectations for Teachers, Children, and Families
First Things First Professional Development Systems Building
Communities of Practice Descriptions for 2013-14

1. Building a Developmentally Appropriate Professional Development System (United Way of Tucson and Southern Arizona, *First Focus on Kids*)

2. Improving and expanding the quality of infant and toddler practice (Child & Family Resources, *Project BEST)*

3. Creating Developmentally Appropriate inclusive early childhood education settings (Easter Seals Blake Foundation, *Inspire Inclusion*)

4. Implementing Developmentally Appropriate Practice (DAP) in classrooms by deepening teachers' understanding of DAP (Southern Arizona Association for the Education of Young Children, *Las Familias*)

5. Improving public preschool teachers' understanding and competence in providing sustained and intensive instructional support to all children (Tucson Unified School District)

6. Linking center owners, directors and teachers who serve the most vulnerable children to resources and information that will raise the quality of the children's environments (Early Childhood Development Group, *Linking Leaders)*

7. Developing family child care home providers' skills and knowledge about how developmentally appropriate physical activities and quality nutrition help to prepare healthy young children for school (UWTSA, ¡*Muévete, Muévete!*)

8. Improving teachers' strategies for smooth Kindergarten transitions for Tribal preschool children (Tohono O'odham Community College)

9. Facilitating completion of Early Childhood Associate's degrees at Pima Community College (PCC) and smooth transitions to Early Childhood Bachelor's degree programs, with a special focus on using Department supports at PCC and the University of Arizona College of Education (Pima Community College, *ENLACE*)

10. Increasing the number of students completing the Early Childhood Education Bachelor's Degree program or the Early Childhood Education Master's Degree program by reducing barriers and promoting alternatives that will lead to graduation (University of Arizona – College of Education)

FIRST THINGS FIRST
Ready for School. Set for Life.
azftf.gov

United Way
United Way of Tucson and Southern Arizona

Professional Development Resources for Communities of Practice

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