



Universal PreK (UPK) Café

May 14, 2019 – Issue 4

Welcome to Issue 4 of the Agency of Education Early Learning Team’s **UPK Café!** The Team has just returned from annual National Training Institute on Effective Practices (NTI): Addressing Challenging Behavior Conference and is excited to share research and evidence-based resources that will provide you with more information relevant to your daily work and practice as an Early Childhood Educator and Early Childhood Special Educator. Over the next few issues we will be sharing resources that are specific to social/emotional development and challenging behavior while supporting children, families and educators. We hope you will use **UPK Café** as a regular resource to support and inform your practice.

1) The Pyramid Model for Promoting Social Emotional Competence in Infants and Young Children

The Pyramid Model is a conceptual framework of evidence-based practices for promoting young children’s healthy social and emotional development. The National Center for Pyramid Model Innovations (NCPMI) provides a wonderful introduction to [The Pyramid Model](#) and provides training, support and resources at implementation to continuous sustainability.

2) The Pyramid Model for Educators: [Community Contributions](#)

The NCPMI offers high-quality samples of Pyramid Model practices that are shared by educators on a community page. These samples may range in complexity and subject from a visual support used in classrooms to a professionally produced video from coaching to evidence-based practices. It’s a great place to see what tools other educators are using in their classroom and even implement into your daily routine.

3) The Pyramid Model for Families: [Family Engagement Resources](#)

The NCPMI also offers various resources that can be used when welcoming and supporting diverse families. Many of these resources help families and educator create opportunities to learn from each other as they create strategies for partnering to promote child outcomes and provide the supports that might be needed to promote their child’s skill development.

4) [The Vermont Early Learning Standards \(VELS\)](#)

The importance of high quality early childhood experiences that are research based is the foundation for school success and lifelong learning. Think of VELS as a road map that helps to guide understanding of what a child may know and do across the early learning years. The VELS can be used to inform families about the development and capabilities of their children, guide intentional teaching practices that address each and every child’s uniqueness, guide selection of program-wide curriculum that is culturally and ability diverse and contribute to a

shared language and public awareness about the significance of high quality early childhood education and experiences, and the need to invest resources early and wisely.

5) VT AOE definition of High Quality Effective PreK Education!

What defines Vermont Universal Prekindergarten Education is the implementation of high- quality, effective instruction by licensed educators who use evidence-based practices within intentionally designed early learning environments. Early educators align curriculum with the Vermont Early Learning Standards while adapting experiences to support the full participation of each and every child to realize their full potential and promote successful outcomes.

If you have a resource, you'd like to share on UPK Café or have been forwarded this issue and would like to be added to our mailing list, please contact Leslie at leslie.freedman@vermont.gov.

Thank you!