

CLASSROOM AND CURRICULUM PLANNING

Procedure

The following materials and information will assist you in the curriculum planning process.

- Family Information and input is a required component of curriculum planning and implementation. The following procedures and information will be used to facilitate family engagement in their child's education and curriculum planning:
 - a. Registration information about child that includes the child's home language.
 - b. Initial Home Visits and Family Conferences.
 - c. Any other information from the child's paper and/or electronic file.

- Assessment information from TS Gold

Weekly Education Planning Meeting:

- Every Monday from 8:00-10:00am for Part-Day
 - As scheduled for FDFY
1. Gather individual information on your focal children (Individual child planning form) for the following week; outcome data, family goals, strengths, needs, and interests.
 2. Meet with team for overall center planning,
 3. Meet with team that shares classroom space to plan environment.
 4. Teaching team refines current week's lesson plan.
 5. Teaching team plans for focal children and completes lesson plan for the following week in TS Gold.

Large group activities need to include: arrival activities, opening circle, transition activities, music and movement, relaxation, and closing circle. In small groups – Language Literacy, Mathematics, school readiness specific skills, special activities. Reflect on the week past week. Wherever possible, note extending a theme or topic. Lesson plan will include a strategy for inclement weather. This can be noted under outdoor experiences. Make a note of tangible acknowledgement system under Special Activities.

The Daily Schedule will be listed on the lesson plan on Monday under large group section.

Weekly planning must include the scripted lessons from the Second Step Learning Program and will be evident on the lesson planning form by indicating the week number and title of the lesson. All Second Step activities will be followed as indicated to preserve the fidelity of the program.

Planning needs to include consistent and predictable routines. When a change occurs, children are made aware, given time to adjust, and given clear expectations. Such changes will be updated on the Classroom Behavior Matrix.

Lesson Plans, which include the environment plan and Individual Child Planning form, will be completed 1 week prior to the current week with children and submitted to your center Education Department person before start of class each week

Current lesson plans must be posted in an accessible place in the classroom for reference and notation of changes. Families are encouraged to view the lesson plan and give input to weekly planning.

Once the week is over, the Individual Child Planning Form will be attached to the weekly lesson plan (with debrief notes) and they will be placed in a binder/folder with all other past plans. At the end of the school year, the lesson and individualization plans will be given to the Area Manager and kept for one year.

Child Individualization Procedure:

Children are the focal child on a rotating basis with seven (7) children per week. Individualization for each child is based upon outcome data, documented observations, parent input (by way of information they collect in the Parent Observation Journal), portfolio collection, and ongoing assessment systems. The Family Conference Form along with the *Individual Child Profile* and *Development and Learning Report* in TS Gold will assist in individual planning. Your Head Teacher or Education Department staff support person will assist you to refer to the Outcome Data for overall planning for the classroom.

The Individual Child Planning form will include the child's name, their strengths, needs, and interests, and the focal date. Three intentionally planned activities will be developed to address the child's needs, and the routine in which the activity is to take place will be noted. Up to 5 objectives and at least two materials in the environment will be listed in the plan section of the form.

Children on an IFSP will have their goals documented on the Individual Child Planning form each week.

Case notes are made in the database system to document that individualized planning occurred for the child, including the date.

Focal children will be can identified by initial on the Weekly Planning Form.

THE DAILY SCHEDULE

The Daily Schedule is the structure around which you will build learning opportunities to challenge and comfort your children. It needs to include the following:

Daily:

- Health Check upon arrival.
- Hand washing – upon arrival, before meals, after tooth brushing, and throughout the day as necessary..
- Tooth brushing – immediately following the 1st mealtime.
- Relaxation.
- Sufficient time to allow for cleanup activities and resettling.
- Minimum of 60 minutes of free choice/exploration time with separate clean up time.
- Music, rhythm, and movement activities, small group story time.
- Transitions – allow adequate time for smooth transitions between activities. Children should not always be required to transition as a group. Transitions are a vehicle for learning.
- Breakfast within 30 minutes of arrival.
- Allow 30 minutes for lunch and breakfast; 20 minutes for snack.
- Activities offered that promote self-esteem and social competence.
- Outdoor Play is 30 minutes with additional time requires specific planning.
- Daily Circles appropriate in content, size, and length (5-15 minutes) include opening and closing circles.
- Balance of child directed and teacher directed activities.
- Daily small group experiences – focused interactions with 9-10 children at most. These intentionally planned small group activities will allow children to experience a variety of developmentally oriented, enriching activities, e.g., art music, cognitive, small muscle, large muscle, dance language, etc.
- Lesson Plans posted and referred to.
- Attendance information documented as per attendance procedure.
- Address children's goals from the Family Conference Forms, Guidance Plans and IFSP goals.
- Ongoing English language communication to provide English practice for Dual Language learners.
- Ongoing Spanish communication to Spanish speakers as available.
- Debriefing with notes written on the back of the lesson plan DAILY.
- Send daily schedule to your ED Department person for review prior to finalizing/making changes. Any possible changes should be made after discussing with children and other team members, preferably at the start of the week.

Weekly:

- At least one activity in the areas of Health, Safety, and Nutrition will be planned for each month. This includes at least one cooking activity each month. Head Teachers can be consulted for guidance in these areas. References are available on line or at the center.

Monthly:

- Drills as listed on the Center Emergency Drill Record– introduce these in small groups (at least the first 2 times).
- Calendars of Classroom activities sent home to families

Four Times a Year:

- Family Contacts – Includes the Initial Home Visit and three Family Conferences; must be One hour in length. The Initial Home Visit and Fall Family Conference must be done in the home (as per performance standards), unless safety is an issue. The winter and spring family conference visit can be completed at the home or school depending on the family's needs. We recommend that the spring family conference visit is completed at the center for children transitioning into kindergarten. During each Family Conference, the teacher will include the child's portfolio items to share, and portfolios will be sent home during the Spring Family Conference.
- Data review and planning – mid course corrections to large group, small group, and individual plans.
- Ongoing consultation with School Readiness Goals to ensure appropriate activities are planned to meet our projected expectations.

Yearly:

- Orientation for Families
- Developmental Screening – ESI: results need to be shared with the family
- Temperament and Atypical Behavior Scale screening – TABS
- Speech and Language Screening
- TS Gold Checkpoints and Profiles
- Review outcomes data after second checkpoints are completed and plan accordingly.
- Transition to public school activities
- Projects and Studies at least 2 times each year

PROJECTS AND STUDIES

Procedure

Identify a real world topic worthy of children's attention and effort. The topics come from children's interests identified through observation, family input, and Creative Curriculum Study Starters. Studies are one of the most effective ways for children to learn science

and social studies content while developing skills in literacy, math, the arts, and technology and extend their thinking to even higher levels.

As children lead the process for projects, document throughout with pictures, dictation, and samples of children's work. These should be available to children to visit and revisit throughout the study or project.

When children's interest wanes or takes a new direction, end the project. Then celebrate what everyone has learned at the end of the project with children, families, and staff.

FOUNDATIONS OF OUR CURRICULUM

We refer to the Head Start Child Development and Early Learning Framework to build our curriculum. Our base curriculum is Creative Curriculum. For purposes of School Readiness preparation this curriculum also correlates to the state of Oregon Common Core Standards. When formulating your lesson plan it is helpful to refer to the Resource of Activities embedded in the Teaching Strategies GOLD system. For additional support we have referenced portions of the Creative Curriculum volumes 1-5 and/or in-house resources we have created.

We supplement our base curriculum with the Second Step Curriculum. The activities from this curriculum also correlate to TS GOLD Objectives. For those children who will be transitioning into Kindergarten at the end of the year it is important that you consult the agency's School Readiness Goals and keep these objectives in mind when planning for children. They directly correlate to Teaching Strategies GOLD Objectives for Development and Learning. We also ensure that our curriculum is correlated to the Oregon Common Core Standards

Child Development and Early Learning Framework

Domain – Social & Emotional Development

- a. Social Relationships
- b. Self Concept & Self efficacy
- c. Self Regulation
- d. Emotional & Behavioral Health

Topics include: Disabilities awareness, Death and dying, body awareness-dance, mirrors, drawing, etc.

Provide opportunities to develop all six skills in soci-dramatic play:

1. Role Playing
2. Using Props
3. Making Believe
4. Sustaining play
5. Interacting
6. Communicating Verbally

Creative Curriculum Areas that correspond to this domain:

Teachers can guide the development of social emotional competence by using these strategies:

- Provide play materials that support and challenge children's abilities. Promote problem solving and appropriate risk taking
- Provide appropriate responsibilities and meaningful jobs within the classroom.
- Encourage children to see tasks through to completion and offer support as needed.
- Help children express their feelings and resolve conflicts in constructive ways. Feelings posters and charts will be used routinely and posted in the classroom.
- Support children who need assistance in finding play partners. Teach them positive strategies for entering and participating in group activities.
- Support children as they interact with one another. Make modifications as necessary so shy children or children with disabilities can engage in meaningful interactions with adults and peers.
- Offer opportunities for children to work together and learn social skills. Pair more advanced learners with less advanced peers.
- Help children detect and interpret cues about how other people feel.
- Read stories to children about various emotions. Discuss why the characters look, feel and act the way they do.

Domain - Physical development and health

- a. Physical health status
 - b. Health Knowledge and practice
 - c. Gross motor skills
 - d. Include materials that are self correcting and structured (puzzles), opened toys, collectables and cooperative games. Provide materials that vary in complexity.
 - e. Fine motor skills
- Physical health and health knowledge and practice topics include: Nutrition (Identifying foods, Food groups ,Planning meals & snacks, good dental foods/healthy snack, variety of foods, growing foods, food processing-cooking/food preparation, social behaviors of eating, food sources.
 - Safety topics may include: poison safety, fire prevention, bicycle safety, traffic awareness and safety, bus safety, water safety, gun safety, personal safety, seat belt use, playground safety. For some of these areas there are required drills – Earthquake, Hazards Spills, Lockdown, and Flood.

- Dental health, Personal hygiene – hand washing, etc. Disease prevention – colds, germs, clothing, exercise, rest, etc. Healthcare provider visits – including familiarization/preparation.
- Relaxation – deep breathing, quiet music, story time, stretching, exercise, etc

Domain – Approaches to Learning

- a. Initiative and curiosity
- b. Persistence and attentiveness
- c. Cooperation

Creative Curriculum Areas that correspond to the above domains.:

- a. Flexibility and inventiveness in thinking
- b. Motivation and engagement

Domain – Logic & Reasoning

- a. Reasoning and problem solving
- b. Uses Symbols and images to represent something not present
- c. Remembers and connects experiences
- d. Uses Classification skills

Creative Curriculum Areas that correspond to the above domains.:

- a. Process skills that children use to learn:
- b. Observing and exploring, Connecting, Problem solving, Organizing information, Communicating and representing

Domain – Language Development

- a. Receptive Language
- b. Expressive Language

Include these Literacy Components:

- Vocabulary & Language, Phonological Awareness, Knowledge of Print, Letters and words – Letter of the week activities can be confusing for children because alphabet is a system of symbols, Comprehension, Books & texts.

Creative Curriculum Areas that correspond to the above domains.:

- a. Talking, Singing and playing with Language
- b. Reading aloud
- c. Storytelling
- d. Story retelling
- e. Writing – Provide opportunities to experience all levels of progression of writing skills not through formal instruction
- f. Meaningful play

- g. Studies: Using literacy to learn

Domain – Literacy Knowledge and Skills (include the following)

- a. Book appreciation
- b. Phonological awareness
- c. Alphabet Knowledge
- d. Print Concepts and Conventions
- e. Early Writing

Creative Curriculum Areas that Correspond:

- a. Knowledge of print
- b. Knowledge of letters and the ability to recognize them
- c. Listening
- d. Rhyming
- e. Alliteration
- f. Separating Syllables

Domain – Mathematics Knowledge and skills

- a. Number Concepts and quantities
- b. Number relationships and operations
- c. Geometry and spatial sense
- d. Patterns
- e. Measurement and comparison

Creative Curriculum areas that correspond:

- a. Problem solving
- b. Reasoning
- c. Communication
- d. Connection and Representation

Domain – Science Knowledge and Skills

- a. Scientific skills and method
- b. Conceptual knowledge of the natural and physical world

Creative Curriculum areas that correspond:

- Life Science
- Physical Science
- Earth & the Environment

Materials Include:

- Discovery Trays, Sensory Tables & Tubs, Take Aparts

Domain- Creative Arts/Expression

- a. Music
- b. Creative movement and dance

- c. Art
- d. Drama

Art Includes Opportunities for:

Painting, Drawing, Cutting and pasting, Modeling, Three Dimensional Art and woodworking

Music and Movement includes opportunities for:

Listening, Singing, yoga and songs, Playing Instruments, Imitating/Representing Movement

Activities from the *I am Moving I am Learning* activity guide

Domain – Social Studies knowledge and skills

- a. Family & community
- b. History and events
- c. People and the environment

Domain – English Language Development

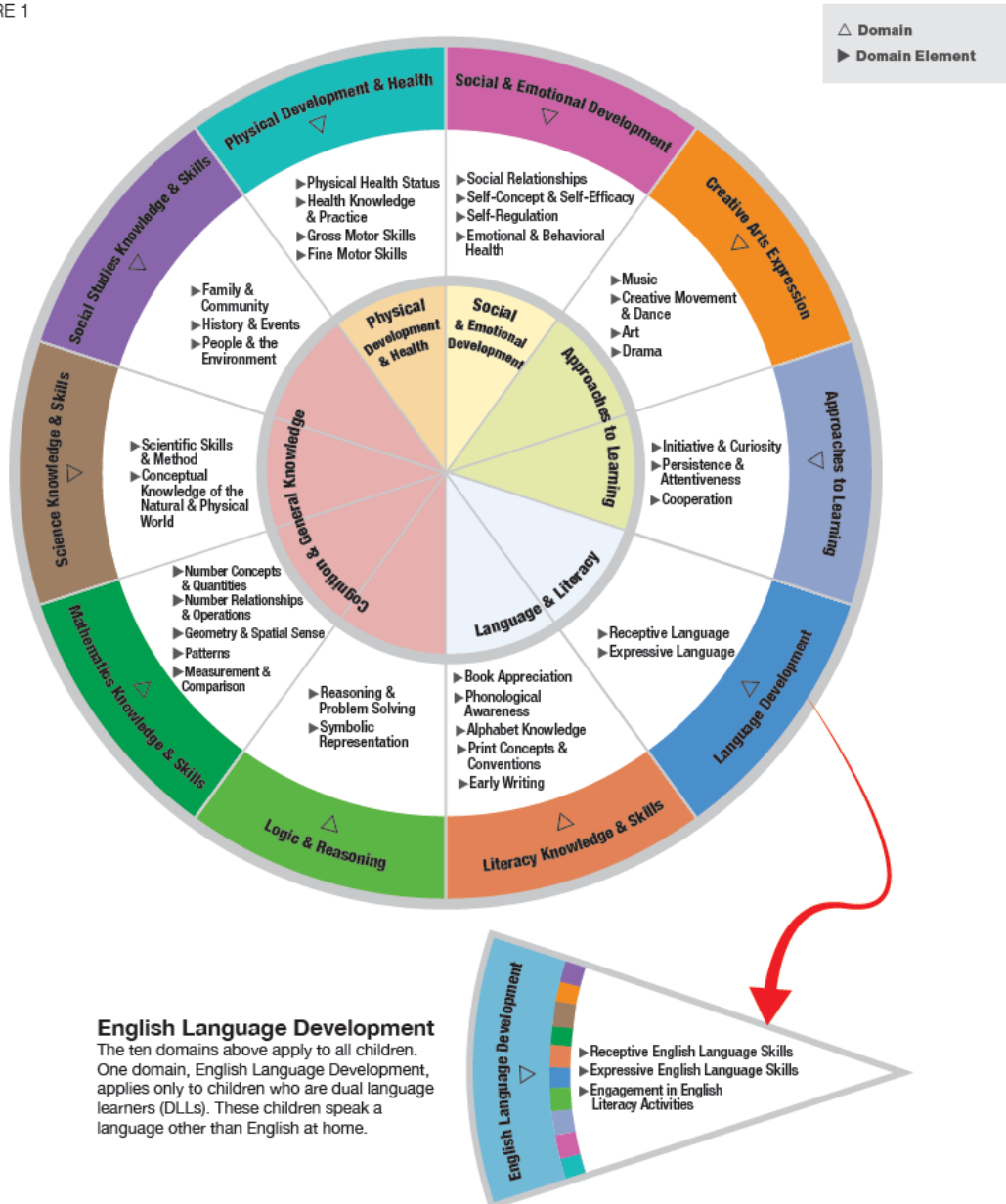
- a. Receptive English Language Skills
- b. Expressive English Language Skills
- c. Engagement in English Literacy activities

The Head Start Child Development and Early Learning Framework

Promoting Positive Outcomes in Early Childhood Programs Serving Children 3-5 Years Old

The *Framework* represents the foundation of the Head Start Approach to School Readiness. It aligns with and builds from the five essential domains of school readiness identified by the National Education Goals Panel (see inner circle) and lays out essential areas of learning and development. The *Framework* can be used to guide curriculum, implementation, and assessment to plan teaching and learning experiences that align to school readiness goals and track children's progress across developmental domains. The domains \triangle and domain elements \blacktriangleright apply to all 3 to 5 year olds in Head Start and other early childhood programs, including dual language learners and children with disabilities.

FIGURE 1



6 The Head Start Child Development and Early Learning Framework

CLASSROOM ENVIRONMENT

Procedure

- Refer to the resources Creative Curriculum and Designs for Living and Learning. These resources are at your center.
- When choosing colors for classrooms, use calm, soothing colors. When in doubt, consult with Education Department.
- It is also important to be aware of the amount of stimulation, visual and auditory, in the classroom setting.
- Your Head Teacher and Education Department representative will also be guiding and overseeing this process.

The following needs to be posted in the classroom:

- Three program wide Classroom Rules
- Daily Schedule, with photos
- Six Steps of Conflict Resolution
- Matrix
- Job Chart (Include jobs that are meaningful to children)

The above strategies are part of the Positive Behavior Intervention Support system. Relevant web sites are at the end of this section.

Each classroom will be reviewed by the Education Department using the **Creative Curriculum Environment Checklist** before class begins and throughout the year.

Each center will be arranged in established **interest areas available to all children daily (See Creative Curriculum)**.

Environment planning should include routines, rules, and expectations for each center. Use *The Creative Curriculum* books and Creative Curriculum checklist as a guide to setting up the classroom and selecting materials to stock the centers:

- i. Blocks
- ii. Dramatic Play
- iii. Toys and Games
- iv. Art
- v. Library, Listening Center, Writing Table, Quiet Area
- vi. Discovery Area
- vii. Sand & Water
- viii. Music & Movement

- ix. Cooking (not a specific interest area, but we plan for cooking activities)
- x. Computers
- xi. Outdoors

The areas should be clearly labeled for children, in Spanish and English or any other home language as appropriate.

DAILY DEBRIEF AND EVALUATION TIME

Procedure

At least twenty minutes every day will be set aside to debrief the day and discuss the focal children, evaluate the day, the plan and the environment. Share relevant information from the child observations. **Document the debriefing on the back of the weekly lesson plan. No confidential information about children will be documented in this area.**

Focal child date will be noted in data system (under case management tools).

Following are suggestions to guide the debriefing time:

- How did the day feel?
- Am I hurrying the children? Am I testing children? Why am I offering this experience? Are children given opportunities for choice, problem solving, success, creativity, independence, open-end activities?
- Can waiting time / lining up be avoided?
- What messages do I want to give to the children? To the families?
- How is the environment supporting children?
- What experiences/opportunities are being provided for children in the outdoor environment?
- Is the conversation at mealtime engaging children and encouraging relationships and extending learning?
- What follow up may be needed?
- What can we celebrate and what do we need to work for our teaching team?

OBSERVATIONS

Procedure

All Education staff will observe children and write observations. Observations are entered by the teacher, teacher assistants with a CDA, and staff approved by the Education department. Documentation of observations will be entered in TS Gold within 24 hours.

Each child (termed the Focal Child) will be observed for the entire day to capture as much information for the domain areas as possible. There will be at least five (5) observations per child. Each observation will be assigned one (1) to Five (5) objectives.

As you prepare for each checkpoint there needs to be at least one observation for each of the 38 objectives for each child.

FIELD TRIPS

Procedure

- Follow the guidelines set by your Area Manager around field trips including completion of the field trip request form. Proceed with field trip plans after appropriate approval. Field trips that require increased supervision must have team approval, including the Area Manager and designated ED person.
- Teachers will plan field trips that are relevant to the curriculum, reflective of the interests of children and families in their classroom, and connect children and their families to their community.
- Consideration should be given to the skill level and make up of the class when beginning the process of planning a field trip.
- Teachers will gather information from families and children about interests to help plan destinations.
- Bus travel activities and field trip content must be documented on lesson plan. There needs to be a limited amount of time on the bus.
- Teachers will plan for individualization for focal children when a field trip is planned.
- Children will have had bus safety and evacuation drill prior to field trip.
- Complete safety preplanning prior to field trip, such as going to the site to ensure safety of the children and appropriateness of the activity.
- **Rules of Field Trips** are related to our three universal rules. They will be taught and referred to by Teachers and children prior to and throughout the duration of the field trip. Teachers must feel confident that the children have had sufficient preparation, are clear about expectations, and are ready to take a trip.
- Family members, volunteers and staff need to be clear about expectations, their role during the field trip, and are ready for the field trip.

- There must be a ratio of at least one adult per eight children on field trips and whenever possible the adult ratio should be as high as one adult per two children. There should always be at least three (3) adults on a field trip.
- The red back pack will be taken on each field trip.
- A staff person will always accompany children into the restroom during the field trip.
- Families will be notified and given details of field trips. Families are encouraged to attend field trips.

RESOURCE MATERIALS

THE CREATIVE CURRICULUM: For Preschool

Creative Curriculum is used as Southern Oregon Head Start's base curricula resource, thereby ensuring that the environment is utilized as an educational tool. Staff is trained to carefully plan their environment to address the Head Start Child Outcomes Framework, Performance Standards and the emotional and developmental needs of children.

Teaching Strategies, Inc.
P.O. Box 42243
Washington , DC 20015
www.TeachingStrategies.com

THE CREATIVE CURRICULUM STUDY STARTERS, Volumes 1 & 2

By Teaching Strategies
Teaching Strategies, Inc., 2008

SECOND STEP

Developed by: Committee for Children
172 20th Avenue
Seattle, Washington 98122
(800)634-4449

Second Step for preschoolers is a curriculum designed to reduce impulsive and aggressive behavior in young children and increase their level of social competence. It does this by teaching skills in empathy, impulse control and anger management.

The goal of this program is to build children's social skills and self-esteem by giving them tools to solve everyday problems. Children who learn and use the skill presented in this program are more likely to get along with other people and do better in school.

Skills and lessons in this program include:

- Empathy Training
Children learn to identify feelings.

Predict how other people feel by reading faces and body language.
Show others they care by responding to other's feelings.

- Impulse Control
Children learn to solve problems and perform social skills (sharing, taking turns, etc.)
- Anger Management
Children learn to calm themselves down and redirect their feeling in positive ways

ANTI BULLYING AND TEASING BOOK

By Barabra Sprung and Merle Froschl with Dr. Blythe Hinitz
Gryhon House, 2005

BIG AS LIFE: The Everyday Inclusive Curriculum, Volume 1 & 11

By Stacey York, 1998

A curriculum planning process that incorporates the children and their families' lives; to offer a curriculum that integrates multicultural and anti-bias education; to offer a curriculum that fosters the development of the whole child with equal emphasis on self-identity, cognitive, language, physical, creative, emotional, and social development; and to offer a curriculum that reflects and honors the lives of children and their families.

BEYOND BEHAVIOR MANAGEMENT: The Six Life Skills Children Need to Thrive in Today's World

By Jenna Bilmes

Read Leaf Press, 2004

CLASS MEETINGS: Young Children Solving Problems Together

Emily Vance and Patricia Jimenez Weaver

N.A.EY.C., 2002

CONSCIOUS DISCIPLINE: 7 Basic Skills for Brain Smart Classroom Management

Dr. Becky A. Bailey

Loving Guidance Inc., 2001

THE CRISIS MANUAL

By Karen Miller

Gryphon House, Inc., 2002

DESIGNS FOR LIVING AND LEARNING: Transforming Early Childhood Environments

Deb Curtis and Margie Carter

Redleaf Press, 2003

HEAD START ENGLISH LANGUAGE LEARNERS PROJECT (HELLP): Guide & Resources

CDI, 2005

HOLLY HOCKS AND HONEY BEES: Garden Projects for Young Children

By Sara Starbuck, Marla Olthof and Karen Midden

Readleaf Press, 2002

LEARNING TO READ AND WRITE

National Association for the Education of Young Children

1509 16th Street, NW

Washington, DC 20036-1426

(800) 424-2460

www.naeyc.org

MAGIC CAPES, AMAZING POWERS: Transforming Superhero Play in the Classroom

Eric Hoffman

Redleaf Press, 2004

PICTURING AMERICA

Resource Guide with Art Works (40 images)

By National Endowment for the Humanities

Head Start, 2008

POWERFUL INTERACTIONS: How to Connect with Children and Extend Their Learning

By Amy Laura Dombro, Judy Jablon, and Charlotte Stetson

National Association for the Education of Young Children, 2011

SONG GAMES FOR SENSORY INTEGRATION

Book with 2 CD's (SET)

By Aubrey Lande, Bob Wiz and Friends

Sensory Resources LLC, 2002

TALKING ABOUT TOUCHING

Committee for Children

Talking About Touching

2203 Airport Way South, Suite 500

Seattle, WA 98134-2027

(800) 634-4449

Talking About Touching for Preschool and Kindergarten is a curriculum that focuses on teaching children basic skills that will help them keep safe from dangerous or abusive situations. Adults can make every effort to provide a safe environment for children but they cannot always be there to protect children from exposure to every dangerous or abusive situation. Using the materials provided in the *Talking About Touching* kit, parents, guardians, child care providers and teachers can work together to provide the rules, information, encouragement, and practice that children need to help protect themselves. This curriculum is part of a series which extends to Grade Three.

TEACHING STRATEGIES: A Parent's Guide to Preschool

By Diane Trister Dodge and Joanne Phinney

Teaching Strategies Inc., 2002

TEACHING STRATEGIES: Math Right From the Start

By Jan Greenberg and Toni S. Bickart

Teaching Strategies Inc., 2008

TEACHING STRATEGIES: Reading Right From the Start

By Toni S. Bickart and Diane Trister Dodge

Teaching Strategies Inc., 2000

TEACHING STRATEGIES GOLD: Objectives for Development & Learning

By Cate Heroman, etal

Teaching Strategies, Inc., 2010

VOX SPANISH AND ENGLISH DICTIONARY

NTC Publishing, 1994

ESI KITS

SOLUTION KITS

DVD – Kindergarten Here We Come – English & Spanish

DVD - Supporting Children in Resolving Conflicts

This policy complies with Head Start Performance Standard 45CFR Section 1304.21(a).1304.21(a3ie); 1304.21(a3ii)

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