



Curriculum Planning (Head Start)

POLICY/ APPROACH

Southern Oregon Head Start's approach is based on universal child development principles that guide the ways in which we work with children, taking into consideration our families and communities. Children need active, hands-on experiences, nurturing relationships, and intentionally planned opportunities using the environment, everyday materials, daily routines, and child interests to foster learning. Teachers engage children in meaningful conversations about the work they are doing.

We develop our curriculum using the Head Start Early Learning Outcomes Framework. We establish school readiness goals using our child outcomes and information from local school districts. We use school readiness goals and My Teaching Strategies assessment data to prepare children to transition into kindergarten. In preparing for School Readiness, we ensure our curriculum correlates to the state of Oregon Common Core Standards. Our base curriculum is Creative Curriculum for Preschool, along with Conscious Discipline and the Second Step Curriculum to support Social-Emotional self-regulation. The activities from this curriculum correlate to My Teaching Strategies Objectives for Development and Learning.

POLICY COUNCIL APPROVAL: 06/17/14

BOARD APPROVAL: 06/19/14

HEAD START PROGRAM PERFORMANCE STANDARDS:

1302.32 Curricula (a) (1) programs must implement developmentally appropriate research-based early childhood curricula.

Child individualization procedure

PROCEDURES:

Curriculum Planning:

The following materials and information assist in the curriculum planning process. When formulating your lesson plan, it is helpful to refer to the Resource of Activities embedded in the My Teaching Strategies system. For lesson plan support and curriculum fidelity

Creative Curriculum volumes 1-5 and supplemental in-house resources have been referenced.

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 each child's education and curriculum planning:

1. Registration information about the child that includes the child's home language.
2. Initial Home Visits and Family Conferences.
3. Any other information from the child's paper and / or electronic file.
4. Assessment information from My Teaching Strategies.

Ed Planning will take place each Friday from 8:00 a.m. to 10:00 A.M. on non-center meeting.

Ed planning on center meeting days will be either 8:00-10:00 OR 11:00-1:00 (alternate with center meeting times.)

All classroom Education staff will participate in a weekly education planning, which includes the following:

1. Gather individual information on 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 Teacher completes lesson plan for the week in My Teaching Strategies.
6. Lesson plans must be submitted to Education Supervisor (or other designated person) no later than 2:00 PM, each Friday.
7. Update Individual Planning Form weekly with focal child planning dates.

Lesson Plans:

Large group activities will Include:

- | | |
|-----------------------|--------------------------|
| 1. Arrival activities | 3. Transition activities |
| 2. Opening circle | 4. Music and movement |
| | 5. Relaxation |

- | | |
|--|--|
| <ul style="list-style-type: none">6. Closing circle7. Intentional Teaching cards and/or Mighty Minutes8. Intentional social-emotional supports such as Conscious Discipline rituals and/or Second Step activities9. Child Protection Unit –Starting after Winter conferences (see curriculum for specifics) <p>Small group activities may Include:</p> <ul style="list-style-type: none">1. Story-time2. Language | <ul style="list-style-type: none">3. Literacy4. Mathematics5. School readiness specific skills6. Special activities7. Intentional Teaching cards and/or Mighty Minutes8. Strategy for inclement weather (see <i>Outside Time Policy and Procedure</i>)9. Curricula to reference: Creative Curriculum, Conscious Discipline, and Second Step/Child Protection Unit. |
|--|--|

*Child Protection Unit activities will be followed as indicated to preserve the fidelity of the program. The Child Protection Unit also will be used according to the implementation sequence given by Second Step. Classroom will follow the schedule set by the Ed dept.

Each classroom will utilize Conscious Discipline connection building rituals and techniques. Teachers will teach the relaxation techniques: (STAR, Pretzel, Drain, or Balloon) as well as the Conscious Discipline practice of “I Wish you Well”. Teachers may also implement The Kindness Tree, daily greetings, class meetings, kindness recorder, the “we care” center, etc. (More activities can be found on the website: consciousdiscipline.com).

Conscious Discipline examples:**Kindness Tree:**

Use the Kindness Tree to recognize and celebrate acts of kindness in your School Family or home. Each time a kind act occurs, simply attach a heart to the Kindness Tree to represent the kindnesses occurring in your classroom or home.

Kindness Recorder

The Kindness Recorder is a job in the Conscious Discipline classroom that includes age-appropriate props like a kindness tree, kindness notebook and/or flowerpot to make note of kind and helpful acts throughout the day. The Kindness Recorder ritual helps the class focus on kind and helpful acts, operating on the Conscious Discipline powers of Attention (what you focus on, you get more of), Unity (we are all in this together) and Love (seeing the best in others).

Since young children are just learning to write, you will devise symbolic ways for them to record each other's kindnesses. Some classrooms put an artificial flower in a pot or vase each time a kind act occurs. Others make a Kindness Tree using the template on the School Family Make-N-Take.

We Care Center

The We Care Center provides children with a symbolic way of expressing empathy, encouragement, and compassion for others. Empathy is powerful in regard to discipline because it helps children to own their feelings rather than blame or attack others.

The We Care Center encourages children to offer a symbolic form of caring that will vary depending on age. It often revolves around a bin or case filled with props that help children demonstrate caring for others. A young child might offer a stuffed animal or some booboo lotion to a classmate, while an older child might write a note card or share an I Love You Ritual. The form of the offering is less important than the act of recognizing another's distress and offering an understanding, caring gesture. When children do this, they simultaneously become more accepting of their own upset internal states so they can move through them in healthy ways.

The Daily Schedule

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

Daily:

1. Health Check upon arrival / arrival activities at tables for children.
2. Hand washing – upon arrival, before meals, after using the restroom, and throughout the day as necessary (handwashing is planned for in the daily schedule) but not listed on lesson plan)
3. Tooth brushing must follow a meal.
4. Relaxation – Provide 5-10 minutes for part-day and about 40 minutes of rest for full-day (see *0-5 Rest & Safe Sleep Procedure*).
5. Sufficient time is allowed for cleanup of activities and resettling.
6. Minimum of 60 minutes of free choice / exploration time with separate clean-up time listed.
7. Music, rhythm, and movement activities
8. Small group story time
9. 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. Planned transition activities will be listed on the lesson plan, and are used to maximize learning time. Transitions should be intentional and educational whenever possible.
10. Breakfast or lunch within 30 minutes of arrival; allow 30 minutes for breakfast and lunch; duration snack (PM breakfast) is 15-20 minutes.

Note: These are not hard limits, children may leave the table when finished, have activity ready for them. Children may take their time eating, they do not have to be finished after the 30 minutes, allow sufficient time for each child. Children do not have to come to the table, if they refuse, maintain supervision, and offer encouragement to join. Give clear expectations on alternative activity.
11. Offer activities that promote self-esteem and social competence. Utilize Conscious Discipline resources and rituals.
12. Outdoor Play is 30 minutes with separate clean-up time listed; additional time requires specific planning. Duration programs will need to plan for two Outdoor Play times per day.

13. Include opening and closing daily circle times that are appropriate in content, size, and length (5-15 minutes). Provide longer circles for children transitioning into kindergarten toward the end of the year.
14. Balance of child-directed and teacher-directed activities
15. Daily small group experiences – focused interactions with 10 children at most. These intentionally planned small group activities will allow children to experience a variety of developmentally appropriate, enriching activities, such as art, music, cognitive, small muscle, large muscle, and dance language.
16. **Two focal children** will be planned each day and will be documented on the focal child section of the lesson plan (see *Individualization for Children Policy and Procedure*). Each focal child should have three goals for the day, and the **plan will include**: The activity, when the activity will take place, and which objective or school readiness goal the child is working towards. There will be **eight** focal children each week.
17. Address children's goals from the Family Conference Forms, Individual Child Planning Form, Guidance Plans and IFSP goals.
18. Ongoing English language communication to provide English practice for Dual Language Learners
19. Ongoing communication to other than English home language speakers, as available
20. **Debriefing with notes** documented on the planning/debrief form during weekly Ed planning, debrief on full week.

Teaching staff will **informally debrief daily** on any emergent needs, how the day went, and any adjustments need. This can be a conversation, but is mandatory. Notes can be made on the back of the posted lesson plan and then stored in the planning/debrief binder each Friday.

Weekly:

1. At least one activity in the areas of Health, Safety, and Nutrition will be planned for each week. This includes at least one cooking activity each month.
2. Education Supervisors can be consulted for guidance in these areas.
3. Resources are available online or at the center.

Monthly:

1. Drills, as listed on the Center Emergency Drill Record – introduce these in small groups (at least the first two times). Must be documented on lesson plans and classrooms calendars.

2. Calendars of classroom activities are sent home to families.
3. Data review and planning
4. Ongoing consultation with School Readiness Goals to ensure appropriate activities are planned to meet our projected expectations.

Lesson plans will include consistent, predictable routines and transitions (please contact your Education Supervisor if you need support on any changes to environment/daily schedule/transitions etc.). The Classroom Behavior Matrix, Zone Map, and Nap Mat Map will be kept up to date with any changes in the classroom expectations. The Matrix and Zone Map will be designed to meet the needs of the classroom space, children, and classroom staff.

Lesson Plans, including the environment plan and Individual Child Planning Form, will be completed and submitted to your Education Supervisor (or other designated person) No later than 2:00 PM each Friday. Current lesson plans must be posted in an accessible place in the classroom for reference and any emergent changes need to be handwritten on the plan (this plan is what should be placed in the Planning/debrief binder). Families are encouraged to view the lesson plan and give input to weekly planning.

Monitoring of Lesson Plans, individualization, and implementation will be conducted by the centers' assigned Education Supervisor weekly, for new teachers, and at the beginning of the year for all teachers. Monthly when designated.

Teachers will ensure each area has been successfully thought out and planned for utilizing developmentally appropriate learning materials and experiences. Teachers will follow guidance provided by Ed Supervisor to enhance lesson plans to meet requirements as needed.

The Education Supervisor will review lesson plans (as assigned) providing feedback to maintain fidelity and quality of the program.

Individual Child Planning (focal children) will be documented on the weekly lesson plan (with debrief notes) and placed in the Planning/Debrief binder with all past plans. Education Supervisor and Site Managers will need access for monitoring.

Classroom Environment: 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. If in doubt, consult with the Education Department.

1. It also is important to be aware of the amount of stimulation, visual and auditory, in the classroom setting.

2. Your Education Supervisor also will be guiding and overseeing this process.

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

Environment planning should include routines, rules, and expectations for each center. Use *The Creative Curriculum* books, Creative Curriculum Fidelity Environment Checklist and success rubrics as a guide to setting up the classroom and selecting materials to stock the classroom space.

Environment updates: Furnishings and materials are changed to maintain interest and encourage new learning (e.g., teacher transforms dramatic play into a shoe store, changes display to represent current activities, rotates materials to support children's increasing abilities). Environments should be updated with the change of study/theme and seasonally at a minimum.

Education Required postings: (can be found in the Education Resource binder at your center, and on the Ed training SharePoint.)

Education Items:

Required -See notes, Education Resource Binder or Ed. Resources on the Share Point for copies.

Items to have available in each classroom space:

- Solution Kit (stocked)
- Friendship Kit /We Care Center

(Kits are responsibility of the Teacher to maintain/keep stocked. Materials to be purchased from center budget. Pintables can be requested from Ed. Dept.)

Have the following available to support curriculum as needed:

CPU Posters	Labels & Posters translated in both
2nd Step Feelings Poster	English & Spanish (or child's home
Full Second Step kit	language)

Required Postings:

Posting Title:

Notes:

3 classroom Rules Poster – Inside & Outside - Teacher made (current child pictures & words -Eng & SP)	Post: In classroom near meeting area at child level & outdoors in common area.
---	--

Listening rules poster (eyes watching, ears listening, voices quiet, body calm) –(HS)	Second step resources on SharePoint OR teacher-made
6 Steps of Conflict Resolution Poster (HS)	Posted in at least one space in classroom. To find: On Ed resources SharePoint Master in Ed resource binder ECKLC
Classroom Matrix- Bulletin Board available to be posted -Teacher made	Post: Bulletin board in classroom To find: On Ed resources Share Point Master in Ed resource binder
Site Safety Plan – (HS only)	Bulletin board in classroom To find: On Ed resources Share Point Master in Ed resource binder
Lesson Plan - Bulletin Board available to be posted	T-Ensure current week is posted
Calendar – Bulletin Board available to be posted (HS only)	T-Ensure current month is posted
Additional Resources available @ consciousdiscipline.com Conscious Discipline: <ul style="list-style-type: none"> • Five Steps to Self-Regulation • Self-Regulation Icons • Executive Skill Lending Library • Commitment Check-up • Classroom Behavior Chart • Safe Place Breathing Icons • Safe Place Sensory Signs 	To be posted in common area in classroom for Teachers and children. To find: On Ed resources Share Point Master in Ed resource binder

Daily Debrief and Evaluation Time

EVERY FRIDAY at Ed. Planning, set aside approximately 20 minutes to debrief; discuss the focal children, evaluate the week, the lesson plan and the environment. Share relevant information from the child observations. Document on the debrief portion of the ed. Planning form. Confidential information about specific children will be documented in My Teaching Strategies and / or their SHINE file.

Following are suggestions to guide the debriefing time and discussion:

1. How did each day feel?

2. 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, and open-ended activities?
3. Can transitions (waiting time/lining up) be avoided?
4. What messages do I want to give to the children? To the families?
5. How is the environment supporting children?
6. What experiences/opportunities are being provided for children in the outdoor environment?
7. Is conversation at mealtime engaging children and encouraging relationships and extending learning?
8. What follow-up may be needed?
9. What can our teaching team celebrate, and what do we need to work on?

Resource Materials

1. THE CREATIVE CURRICULUM: For Preschool
2. THE CREATIVE CURRICULUM TEACHING GUIDES
3. THE CREATIVE CURRICULUM TOOLS: INTENTIONAL TEACHING CARDS, BOOK DISCUSSION CARDS, AND MIGHTY MINUTES.
4. SECOND STEP
5. SECOND STEP CHILD PROTECTION UNIT
6. CONSCIOUS DISCIPLINE

The Head Start Early Learning Outcomes Framework

Domain – Social & Emotional Development

- a. Relationships with adults
- b. Relationships with other children
- c. Emotional Functioning
- d. Sense of Identity and Belonging

Domain – Perceptual, Motor and Physical Development

- a. Gross Motor
- b. Fine Motor
- c. Health, Safety and Nutrition

Domain – Approaches to Learning

- a. Emotional and Behavioral Self-Regulation
- b. Cognitive Self-Regulation (executive functioning)
- c. Initiative and Curiosity
- d. Creativity

Domain—Language & Literacy Development**Language and Communication**

- a. Attending and Understanding
- b. Communicating and Speaking
- c. Vocabulary

Literacy

- a. Phonological Awareness
- b. Print and Alphabet Knowledge
- c. Comprehension and Text Structure
- d. Writing

Domain-Cognition**Mathematics Development**

- a. Counting and Cardinality
- b. Operations and Algebraic Thinking
- c. Measurement
- d. Geometry and Spatial Sense

Scientific Reasoning

- a. Scientific Inquiry
- b. Reasoning and Problem Solving

CENTRAL DOMAINS					
	APPROACHES TO LEARNING	SOCIAL AND EMOTIONAL DEVELOPMENT	LANGUAGE AND LITERACY	COGNITION	PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT
▲ INFANT/TODDLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication	Cognition	Perceptual, Motor, and Physical Development
● PRESCHOOLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication	Mathematics Development	Perceptual, Motor, and Physical Development
			Literacy	Scientific Reasoning	