



Curriculum Planning (Early Head Start)

POLICY / APPROACH

Our Early Head Start 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, responsive interactions through primary caregiving routines.

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. Early Head Start center-based programs use the *Creative Curriculum® for Infants, Toddlers and Twos* as the foundation of our approach to curriculum planning along with Conscious Discipline as our social emotional support. The Home-Based program implements Partners for a Healthy Baby as the primary curriculum and utilizes the digital curriculum and planning tools.

Each week, EHS teachers complete two types of planning:

- **Group planning** is about the materials, events or experiences that teachers will provide in their classroom during the week and daily routine. The teaching team works together to complete the *ED Planning/Debrief Form* for their classroom at the end of each week.
- **Individual planning** consists of intentional interactions and / or experiences to support each child's goals in the classroom. The teaching team completes an *Individual Child Planning Form* for all children quarterly after conferences or if a child's goal is updated.

Teachers' planning should be based on the completed debrief of specific observations of children; current child goals; the developmental goals of the *Creative Curriculum®*; and knowledge of what activities and interactions are developmentally appropriate for infants, toddlers and two-year-olds.

POLICY COUNCIL APPROVAL:

BOARD APPROVAL:

HEAD START PROGRAM PERFORMANCE STANDARDS:

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

Procedures:

Curriculum Components:

1. Family Input

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:

- Registration information about the child that includes the child's home language.
- Initial Home Visits and Family conferences
- Individual Care Plan
- Any other information from the child's electronic file (SHINE)
- Assessment information from *My Teaching Strategies*

2. Lesson Plans

Utilize Creative Curriculum and components from Conscious Discipline to ensure all areas are intentionally planned for. 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 refer to Creative Curriculum volumes 1-3. Lesson plans need to include at least the following:

- Hello Greeting
- Arts and Sensory
- Mighty Minutes
- Highlights Hello
- Circle Time
- Relaxation
- Music and Movement
- Goodbye Ritual
- Individual Child Goals
- Family involvement
- Intentional Teaching Activities (Example: Intentional Learning Cards, an interest driven scaffolded learning experience)
- Outdoor Group Experiences
- Conscious Discipline Elements
- Miscellaneous Items: Class visitors, Drills, Inclement weather plans etc.

3. Daily Schedule

Infants, toddlers and twos need a schedule that is regular enough to be predictable but flexible enough to meet their individual needs and to take advantage of the learning opportunities that emerge continually every day.

When creating a daily schedule, allow adequate time for these routines:

- Hellos and Good-byes
- Diapering and Toileting
- Eating and Mealtimes (including tooth brushing after a meal)
- Sleeping and Nap Time
- Dressing

Characteristic of an Appropriate Schedule for infant, toddlers and twos:

- The schedule sets an unhurried, child-directed pace and utilizes information from each child's Individual Care Plan.
- There is a balance between active and quiet times.
- Children have opportunities to be alone (although supervised) or with a familiar teacher.
- Children have opportunities to spend time in small groups of 2-3 children.
- Children go outdoors twice a day in full-day (duration) programs and once in a part day or toddler combo program.

4. Classroom Environment

A well-planned classroom for infants, toddlers, or twos is a welcoming place for children and families, and a pleasant, efficient place in which to work. Areas that are conveniently located, organized and well-equipped make routines easier and allow teachers to focus on teacher-child interactions. Areas for experiences need to be arranged accordingly to the strengths and needs of the children in the room. Below outlines general environmental planning guidance:

- Arrange the room so that all the children can be seen at all times.
- Identify space for each of the routines and experiences.
- Children can move freely and explore the classroom on their own.
- Clearly defined spaces that need protection, such as protective spaces where infants can play on the floor.
- Locate active noisier play areas and materials away from relatively quiet areas.
- Space for gross-motor exploration
- Create a variety of levels for infants, toddlers, and twos to explore
- The room reflects the children's change in interests, strengths and needs.

Classroom Environments Need:

- Post classroom daily schedule, photographs and words, classroom rules, Matrix, Zone Map, Nap Mat Map, lesson plan and safe sleep poster in designated infant sleeping areas.
- Label shelves and classroom materials in home language of children’s (minimum of ENG and SP)
- Adapt environment for any special needs, review IFSP for modifications/accommodations
- Post children's allergies
- Post hand washing procedures in all appropriate languages (minimum ENG and SP)
- Provide adequate and appropriate equipment and materials consistent with cultural and ethnic backgrounds of children and families
- Prepare children's cubbies with first names, photograph of child and/or family

Required Education 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

Safe Sleep Poster (EHS IYT Rooms)	<p>Post: Safe Sleep Poster in infant nap area or where cribs are located.</p> <p>Find: Request poster from Health. Both English and Spanish available.</p>
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
<p>Additional Resources available @ consciousdiscipline.com</p> <p>Conscious Discipline:</p> <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 	<p>To be posted in common area in classroom for Teachers and children.</p> <p>To find: On Ed resources Share Point Master in Ed resource binder</p>

Refer to the resources found in Creative Curriculum, Conscious Discipline and Teacher Success Rubrics as a guide to setting up the classrooms.

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

Completing the planning forms:

1. Planning/Debrief Form

All classroom Education staff will participate in daily informal planning/debrief sessions. The Planning/Debrief Form will be completed weekly, every Friday during Ed Planning (8:00 a.m. to 10:00 a.m. on non-center meeting days. Alternate times to accommodate center meetings) with all classroom staff to discuss focal children, evaluate the week, the environment, and share any relevant information with the teaching team. Confidential information about specific children will be documented in *My Teaching Strategies* and / or their SHINE child file. The Planning Debrief form will include the following categories:

- Reflecting on the week, (e.g. staff matrix, zoning plan, adult/child interactions, supporting parent input, questions, concerns, follow-ups, environmental updates)
- Reflecting on Individual child observations, (e.g. child observations, developmental growth, child interest, family goals, strength, outcome data, emergent issue)

- Utilize the information from the previous week, child goals, IFSP goals and children's interest to plan for the following week in all curriculum areas and routines (see section A2 above).
- Staff will create a "To Do" list and assign tasks to team members, (e.g. gathering materials, additional support for a child during a challenging time in the routine).
- The completed debrief form will be filed in the Planning and Debrief binder after every meeting.
- Utilize information gathered from the Planning/Debrief form to complete the lesson plan in *My Teaching Strategies*.
- Update Individual Planning Form weekly with focal child dates.

All classroom Education staff will participate in weekly planning and debriefing during the assigned education planning times.

2. Individual Child Planning Form

The Individual Child Planning Form is where Specialists/Teachers will document planning for 8 or 9 focal children per week (see 0-5 *Individualization for Children Policy and Procedure*). Each focus child should have three goals for Duration/Part Day and one or two goals for Combo OT, and the plan should include activities to support each goal, as well as which objectives or school readiness goals the child is working toward.

NOTE: Some Information on the Individual Child Planning Form may remain the same for several weeks in a row, such as child goals, but the activity planning should change weekly and be reflected on the weekly lesson plan.

Approval, sharing and filing of Planning/Debrief forms and Lesson Plans:

1. Lesson plans will be completed and submitted electronically in *My Teaching Strategies* to Education Supervisor (or other designated person) for approval no later than **2:00 P.M., each Friday**. (See *Site Monitoring: Education Prenatal – 5*).
2. Current lesson plans must be posted in the classroom in a place accessible to parents. (Individual Child Planning Forms are not posted for general review, as they may contain confidential information.)
3. At the end of each week, hard copies of the Planning/Debrief forms are to be filed in the teaching team's Planning/Debrief Binder.
4. Individual Child Planning Forms will be kept in the Planning and Debrief Binder and referenced during weekly planning. (See 0-5 *Individually Planning Policy and Procedure*)

EHS Home Based Home Visiting program:

The Early Head Start Home Based program uses Partners for a Healthy Baby digital curriculum and Creative Curriculum for Infants, Toddlers and Twos to plan for the individual experiences for children and families in their homes. Conscious Discipline and Promoting Maternal Mental Health During Pregnancy is utilized as supplemental resources. Parents are included in the planning for each session, and the participation is noted in the planning notes. (See *EHS Home Based Education Policy and Procedure*)

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 and Literacy Development

Language and Communication

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

Literacy

- a. 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	