Curriculum Planning (Early Head Start)

POLICY / APPROACH:

Our Early Head Start center-based programs use the Creative Curriculum® for Infants, Toddlers and Twos as the foundation of our approach to curriculum planning. 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 Group Planning Form for their classroom each week.

- **Individual planning** consists of interactions and/or experiences to support each child in the classroom. The teaching team completes a Child Planning Form for all children each week.

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.

The Home Based program uses Partners for a Healthy Baby digital curriculum to plan for the individual experiences for children and families in their homes. Parents are included in the planning for each session, and the participation is noted in the planning notes.

HEAD START PROGRAM PERFORMANCE STANDARDS:

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

PROCEDURES:

A) Completing the planning forms

1. Debrief Form

The Debrief Form is to be completed weekly following home-based socializations and center based services, and includes the following categories:
• Reflecting on the week, (e.g. staff matrix, zoning plan, adult/child interactions, supporting parent input, questions, concerns)

• Reflecting on Individual child observations, (e.g. child observations, developmental growth, child interest, emergent issues)

• 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).

2. Group Planning Form

The Group Planning Form includes the following categories:

• Changes to the environment/routine (e.g. new materials, classroom arrangement)

• Planning for the daily routine: Music & Movement, Circle Time, Relaxation, and Family Involvement.

• Curriculum Daily Resources: Mighty Minutes, Highlight Hello, and Intentional Teaching Cards.

• The experiences that teachers will offer that week, both indoors and outdoors (being as specific as possible).

• Conscious Discipline Rituals

For EHS classrooms, it is likely that each of the above will be fairly simple; however, the Group Planning Form should be completed in enough detail for a visitor to the classroom to understand the most important / substantive things happening in the classroom that week.

3. Child Planning Form

The Child Planning Form is where Specialists/Teachers will document planning for 4 or 5 focal children per week (see Individualization for Children Policy and Procedure). Each focus child should have three goals, and the plan should include activities to support the goals, as well as which objectives or school readiness goals the child is working toward.

NOTE: Some information on the Child Planning Form may remain the same for several weeks in a row, such as child goals, but the activity planning should change.

3. Home Based Planning: Specialists in our Home Based program will be trained to utilize Partners for a Healthy Baby digital curriculum. To implement planning and curriculum to fidelity, the Specialist will consider and note parent interest and input into the planning tool. The digital curriculum planning tool will reflect activities based on the individual child’s abilities and goals. Each home visit requires a parent-child
activity, individualized parent education, and resources for health and/or nutrition (see Home-Based EHS Education Procedure).

4. Playgroup Planning form for Home Based program: Specialists will use Playgroup Lesson Plan to incorporate parent interests and individualized parent child goals into activity topics. At the end of playgroup, the Specialist provides an opportunity for parent reflection and input into the planning for the next playgroup.

B) Approval, sharing and filing of Planning/Debrief forms

1. Plans will be available to be submitted electronically to supervisor for approval upon request, and individualized need of Specialist/Teacher (see Site Monitoring: Education Prenatal – 5).

2. Group Planning Forms are posted in the classroom in a place accessible to parents. (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 Group and Child Planning forms are to be filed in the teaching team’s Planning/Debrief Binder.