

## Preschool Curricula Virtual Learning Procedure

### 1302.32 Curricula

(a) *Curricula.* (1) Center-based and family child care programs must implement developmentally appropriate research-based early childhood curricula, including additional curricular enhancements, as appropriate that:

(i) Are based on scientifically valid research and have standardized training procedures and curriculum materials to support implementation;

(ii) Are aligned with the *Head Start Early Learning Outcomes Framework: Ages Birth to Five* and, as appropriate, state early learning and development standards; and are sufficiently content-rich to promote measurable progress toward development and learning outlined in the Framework; and,

(iii) Have an organized developmental scope and sequence that include plans and materials for learning experiences based on developmental progressions and how children learn.

(2) A program must support staff to effectively implement curricula and at a minimum monitor curriculum implementation and fidelity, and provide support, feedback, and supervision for continuous improvement of its implementation through the system of training and professional development.

(b) *Adaptation.* A program that chooses to make significant adaptations to a curriculum or a curriculum enhancement described in paragraph (a)(1) to better meet the needs of one or more specific populations must use an external early childhood education curriculum or content area expert to develop such significant adaptations. A program must assess whether the adaptation adequately facilitates progress toward meeting [school readiness goals](#), consistent with the process described in §1302.102(b) and (c). Programs are encouraged to partner with outside evaluators in assessing such adaptations

### ECEAP Performance Standards: E-4 Curriculum – Developmentally Appropriate and Culturally Relevant

Contractors must ensure a developmentally appropriate curriculum emphasizing:

Active, play-based, multi-sensory learning experiences.

First-hand exploration and investigation of real-life materials, people, and events.

Choice, decision-making, and problem-solving.

Topics and materials related to children’s emergent interests.

Opportunities for children to direct their own learning, minimizing teacher-directed activities.

Contractors must ensure a culturally relevant curriculum that:

Reflects the cultures of enrolled children.

Supports ongoing development of each child's home language, while helping each child learn English.

Includes and demonstrates respect for diverse family structures and cultures. Focuses on the daily life of families in the community, rather than only on holidays, celebrations, or people far away.

Contractors must not plan religious activities in the curriculum. This does not preclude children or families from sharing their traditions.

### **E-5 Curriculum Planning**

Contractors must ensure that staff plan early learning experiences, maintain written curriculum plans, and document emergent learning experiences. The planned curriculum must support kindergarten readiness and address the following domains of the *Washington State Early Learning and Development Benchmarks*:

Physical Well-Being, Health and Motor Development  
Social and Emotional Development  
Cognition and General Knowledge  
Language, Communication, and Literacy

The planned curriculum must encompass:

Each component of the daily routine.  
Enrolled children's learning styles, interests, special needs, and goals including Individualized Education Program (IEP) goals.  
Information gained from child observation and assessment (E-11).  
Parent ideas for the curriculum.

**Rationale:** This is to be a guide as you support children's learning virtually. We need to support parents/caregivers to support their children.

Though we cannot replace the benefits of in-person learning, with careful planning we can create play-based learning activities children and caregivers can do together that are developmentally appropriate and that, as much as possible, reflect our objectives for children's development and learning and build on their skills.

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***Every Friday, you will send out a weekly lesson plan of learning activities for children and families to choose from, each one clearly linked to objectives and skills.***

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Daily classroom Zoom sessions are incredibly important in promoting interaction between children during this period of isolation because children learn so much from their peers. As they play with one another, they often feel more comfortable trying new things that they might not otherwise do on their own. It is important that when you plan your Zoom classroom sessions that you embed activities that will support children's interaction.

Be sure to keep activities simple and not plan too much because our children are young and will need adults to help them and record their learning so it can be shared. Having playful activities for children helps keep them engaged. As time passes and families become more comfortable with the technology and develop relationships with you and the other children in the class, expect overall engagement to increase.

As you plan activities, you can approach assessment in one of two ways: you can either ask the children's families to take videos/share observations of them doing the activity or share it (using the CLOUD, via email, or other routes of communication) or you can assess them through observations in your Zoom sessions.

One major challenge of this virtual learning is the lack of connection. Children are craving interaction with their classmates. For preschool teachers who may be just starting to create these types of learning activities for the children in their classes, we need to think of the needs of our families. We do not want to add too much stress to their lives. Some family members may be required to continue working from home as their jobs permit and will not be able to complete numerous or complicated activities. Activities that allow children and families to have fun while they learn will have the most success.

## Teaching Expectations for Providing Virtual Preschool Services:

### Daily:

- You will provide 4 (ECEAP) or 5 (HS) “classroom” Zoom sessions during the week of 15 minutes (minimum) each used for building relationships
  - If needed to accommodate the schedules of working families, schedule at least one evening classroom Zoom session per week. Once your daily classroom Zoom schedule has been established (i.e. Mondays at 10, Tuesdays at 5, etc.) please send the schedule to all of your families, Family Advocate, Supervisor, Coach, and Program Manager. This will allow them to determine which sessions they can attend. They will need to email you with some advance notice to receive a Zoom link if they plan to attend. It is not expected that the Family Advocate be present for all sessions, only that the invitation is extended.
  - Must occur on a consistent, regular schedule (day and time) to allow families to plan their day
- **Make sure your Outlook calendar is up to date and reflects your daily schedule!**
- Documentation and Ongoing Planning embedded throughout each day

### Weekly:

- Weekly Virtual Visit with Individual Family (Note: Virtual visits should occur via Zoom or phone. Please schedule and coordinate with Family Advocate to alternate weeks- this will eliminate families receiving multiple calls and program requests, but still allow them to feel connected and supported to our program and each staff person.
  - Schedule with each family a weekly check-in at a time that works best for them (see the note above)
  - Support families in creating routines and structure
  - The focus should be on supporting families to support their child’s learning
- Implement Ready Rosie Weekly
  - You will need to ensure that you have created a classroom in Ready Rosie (RR).
  - Please enter the parent's contact information: name, email, and phone number (to receive text messages) for each family in your classroom or caseload. For OESD part-day preschool classrooms, LT and AT will be responsible for this action.
  - Send an email to families welcoming them to RR. Send each family a RR registration flyer (registration flyers-available in Spanish and English) to support families to accept the invitation and begin participation. Families will need to accept the emailed link to participate. Let them know it is coming! This might be a great opportunity to send as an attachment to families, text a picture, go over during zoom or send in the mail.
  - Once families are connected, you can share individual playlists, messages, games, etc. and families can share their expertise and experiences with you!

- Reach out to families who have not yet connected to Ready Rosie to identify barriers.
- Send Ready Rosie playlists to each connected caregiver related to their child's goals and areas of growth as indicated on their ILP, ASQ screening, DECA assessments, and IEP (if established)
- Utilize Teaching Strategies Gold Digital Library and Creative Curriculum CLOUD
  - Send out a Guided Lesson Plan under the Families Tab to each family of learning activities for children and families to choose from, each one clearly linked to objectives and skills. This must be done on a consistent scheduled day and time each week.
- **Resource drop once per week only (consistency is key)**- Coordinate Ready Rosie resources, Creative Curriculum CLOUD resources (Family Communication App), and TSG lesson plan so that families receive them on a consistent schedule each week- day and time. **Families know to expect all these resources each Friday by 3 pm for the upcoming week.**

#### Weekly Lesson Planning:

##### Teaching Strategies GOLD--Browsing Resources in the Digital Content Library

1. Follow the steps below to access your digital bookshelves of resources from The Creative Curriculum
  - a. Access the Library area in MyTeachingStrategies.
  - b. Navigate the digital bookshelves to access foundation volumes, Teaching Guides, Intentional Teaching Experiences, and other components of The Creative Curriculum.
  - c. Follow the steps below to create weekly plans, submit them to administrators for approval, and share with families.
  - d. Set your weekly template before you begin creating weekly plans.
  - e. Customize your monthly calendar to account for holidays and other planned closures.
  - f. Populate your planning calendar with the At-a-Glance charts from a Teaching Guide.
  - g. If it is the beginning of your school year, choose the First Six Weeks Teaching Guide.
  - h. Begin creating your weekly plans.
    - Add custom activities that you can save to an activities library for future use.
    - Plan for Intentional Teaching Experiences. If you populated your planning calendar with At-a-Glance charts, plan for your small-group Intentional Teaching Experiences and any suggested for other times of the day.
      - Add Mighty Minutes to your plan.
      - Upload any supplemental resources or additional activities to your plan.
  - i. Submit your weekly plan to your coach for approval.
  - j. Once approved, please share your approved weekly plans with families.
- Share at-home plans with families so that they can extend the learning at home. Share an At-Home Guided Learning Plan from the family resources library, which

sends families a pre-populated plan based on the investigation week of the Teaching Guide you are currently implementing.

- Record a weekly YouTube instructional video aligned to the week's lesson plan focus- share with families (Optional for all sites beginning Monday, March 15, 2021)
  - Videos 3-5 minutes long only!
  - Be real- one take only. Mistakes and all!
  - Share custom teaching experiences such as science experiments and math games Example: Provide instructions and demonstrate how to create calming bottles using simple materials such as an empty water bottle, oil, water, and loose parts.
  - Record yourself reading books and share them, along with activities based on the book so children can watch and respond at their convenience. For example, read the book I Am Yoga, by Susan Verde, and ask the children to try at least three poses from the book and share photos of their attempts.
  - Share Intentional Teaching Card activities or Mighty Minute cards
  - YouTube videos must be submitted to your coach for approval before being shared with Bonnie to be uploaded. Please share with your coach using OneDrive.
  - **It is important and expected that you introduce the concept you will be working on at the start of the video (the "why" -share objectives for learning in family-friendly language i.e. 20a counting using one to one correspondence)**
  - Please remember to utilize items and materials that most families will have at their homes and are age-appropriate
  - Please be cautious if using food (or if food is visible) in your videos- many families are struggling with food insecurity
  - If sharing a read-aloud, please be sure to check with the publisher for permission. Here is a link to the OESD's policy:  
<https://www.oesd114.org/cms/lib/WA01000688/Centricity/Domain/16/Read%20Aloud%20Permission%20from%20Publishers.pdf>
- Weekly Lesson Planning: aligned to monthly Focus Areas (TSG Scope & Sequence)
  - Each Friday, send the next week's coach-approved lesson plan through the family's preferred method of contact (either emailed or through the Creative Curriculum CLOUD My Family App)
  - Lesson Plans must be completed and submitted for coach review 2 weeks in advance

#### Monthly:

##### Meeting Expectations:

1. Conscious Discipline Professional Development sessions
2. Zeno game training
3. Twice Teacher Team Monthly Check-in with Supervisor and Coach (minimum)
4. Reflective Supervision with your Supervisor
5. Monthly DSTs with the entire team
6. Monthly Mental Health Session with Early Childhood Mental Health Consultant (Stacy)
7. Teachers Learning and Collaborating (TLCs) (Participation encouraged) Coach facilitated

#### Quarterly (more frequently as needed):

- Family Staffing scheduled and facilitated by Supervisors

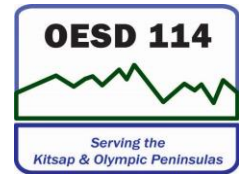
- Supply Bag Distribution Monthly (minimum) aligned to the monthly focus activity packets for those children who do not/cannot attend classroom Zooms
- Food pantry deliveries to families

### **Some consideration for daily classroom Zoom sessions:**

- Consider a bedtime story Zoom
- Welcome children and families by extending a happy greeting in the language they speak at home
- Smile often, laugh genuinely, and remark on something positive about each child during every interaction
- Prep your things just like you would at school. Make a mini-lesson plan, have it next to you, have your supplies next to you, and if you are using a stereo or Alexa have it next to you.
- Have your phone next to you, in case you need to find various things, show families an app, etc.
- GIVE YOURSELF GRACE! It will get easier each time you do it.
- Practice once and do a meeting by yourself just so you can get used to being on video and reading on video.
- Families will need to download the Zoom software or app to their device before the meeting.

### **Some Ideas to Try:**

- Virtual Story Time (use puppets, stuffed animals, etc.) Read a book, model your thinking about the story as you read, and ask the children questions.
- After read aloud of favorite books, ask children to share alternative endings to the stories
- Encourage children to record videos of themselves interpreting the story in a book based on the illustrations.
- Conduct show-and-tell on Zoom. Through show-and-tell sessions, children can connect with their classmates, learn about each other, ask questions, and get answers. Children may need some support in asking questions during show-and-tell, so think about sending families in advance an infographic highlighting different types of questions children could ask about the objects their classmates are sharing (Who gave it to you? How does it work? What do you like about it?). Family members will then be able to explain these types of questions to the children in their home language if needed.
- Acting out Social Stories with Puppets/Second Step Cards
- Some Mighty Minutes cards could work for Zoom sessions depending on topic and time
- Round Robin Storytelling
- Rhyming Fun/Singing Songs
- Music/Dance Party
- Zoom Gym Class
- Preschool Zoom Meditation or Mindfulness exercises
- Practice their balance as they try different yoga poses



- Use aluminum foil or other materials found in their homes to make sculptures of their family members. This enables the children to use their fine motor skills.
- Hold races in their homes where they pretend to be different animals (slither like a snake, hop like a rabbit, and waddle like a duck). They can try either to be faster than another person or use a timer to see how fast they can go.
- I Spy over Zoom
- Counting Around the House
- Make sure each child knows the names of all of the other children in the class (during the Zoom sessions). You can do this through singing songs, playing Name games, etc.

Ex.: One rhyming game to try is done with a pat, clap, snap repeating rhythm. While patting your lap, clapping your hands, and then snapping your fingers (repeating these motions), sing “My name is \_\_\_\_\_. I like to (insert any action verb you like i.e. play, jump, run, swim, etc.). I (action verb) with (insert a friend’s name from the class here) most every day! The friend that is named can go next. 😊

My name is Jenn. I like to play. I play with Ella most every day!

## Supplementary Curriculum Resources

Second Step Curriculum

Talk About Touch/Personal Safety Curriculum (see attachment)

CLASS Pre-K Manual

## Creative Curriculum Monthly Study Focus Topics

Monthly Study Focus Topic		Week of
The First Six Weeks Study (Guided)		Sept. 28
6 weeks		
Tree Study (Guided)		Nov. 9
4 weeks		
Exercise Study (Guided)		Dec. 7
4 weeks		
	<b>Winter break</b>	
Buildings Study (Guided)		Jan. 18
4 weeks		
Water (Guided)		Feb. 15
4 weeks		
Roads Study		March 15
4 weeks		
	<b>Spring break</b>	
Gardening Study		April 19
4 weeks		
Pets Study		May 17
4 weeks		

\*Study topics may be adjusted if in-person learning resumes in January 2021

Accounting for staff survey feedback, switched the order of the gardening and pets study

\*Removed the Ball study and Signs study, added Tree and Water (Guided) studies