

Head Start Performance Standards	ECEAP Performance Standards
<a href="#">1302.30, 1302.31, 1302.32, 1302.34</a>	<a href="#">IC-4-8</a>

## Purpose

This document describes the required educational curricula and health and nutrition curricular resources used in all center-based Early Head Start, Head Start, and ECEAP preschool classrooms. It also details what must be included in and how often to engage in curriculum planning.

## Procedure

Our center-based programs use *The Creative Curriculum for Infants, Toddlers, and Twos (Third Edition)* for infants and toddlers and *The Creative Curriculum for Preschool (Sixth Edition)* for children ages birth to five.

Creative Curriculum is in alignment with the Head Start Early Learning Outcomes Framework (ELOF) and is research based, foundational, and comprehensive. It provides in-depth guidance on setting up the learning environment, planning for how and what children will learn throughout the day, defining the role of the teacher in the classroom and instruction for children, and for supporting the role of the family as their child’s first and most important teacher.

## Required Curricula

### The Creative Curriculum for Infants, Toddlers, and Twos (Third Edition)

Provides developmentally appropriate experiences for children that nurture their development and learning. Teachers plan individualized instruction that build on the strengths of each child and consistently engages the family to support growth.

The curriculum focuses on:

- Planning for learning
- Growth through supportive interactions
- Teaching in daily care routines
- Knowing infants, toddlers, and twos
- Creating a responsive environment
- Knowing what children are learning
- Partnering with families – the child’s first teacher

Planning for daily activities and experiences is flexible, adaptable, and responsive as very young children can be unpredictable in what captures their attention.

### The Creative Curriculum for Preschool (Sixth Edition)

Provides developmentally appropriate practices and experiences for children that nurture their development and learning. Daily schedules support a balance of teacher-led and child-led activities in a study approach that builds on children’s natural curiosity.

Children interact, question, connect, problem-solve, communicate, reflect, and learn new skills and knowledge through extending beyond the classroom to each student’s home, community, and the larger world.

## **Second Step- Child Protection Unit (*Center Based Preschool Only*)**

A personal safety curriculum used with center based preschool children, ages three to five years old. It includes staff training, lessons, and family materials to ensure everyone involved in the lives of children has the proper foundation to recognize, report, and prevent child abuse.

The family materials help provide information to increase comfort in talking with their children about personal safety. The curriculum focuses on self-regulation and executive-function skills that help children learn and practice how to manage their feelings, make friends, and solve problems.

The content of *Second Step- Child Protection Unit* can be used as a focus of family gathering events.

## **Conscious Discipline**

Program-wide positive behavior guidance philosophy and practice for how we support children and families and how we interact with children. It supports improving parent knowledge and skills, increasing their ability to manage their own emotions and respond to their children's behavior and emotions.

Children learn, practice, and apply skills for self-regulation and social-emotional competence that develop their executive function skills and expand skills on managing their feelings, making friends, and solving problems.

## **Curriculum Planning**

Written lesson plans organize, and document intentionally planned, individualized learning opportunities for children. Plans share classroom routines and planned activities with families, co-teaching staff, substitute teachers, and volunteers. They ensure alignment with Performance Standards and program policies that require:

- Implementation of high quality/research-based curricula
- Children to have the opportunity to learn about health, nutrition, and safety each month

All teachers will use and follow the Creative Curriculum as a guide for planning and implementing a high quality, developmentally appropriate program to fidelity.

The curriculum is to be **used as intended** and the Creative Curriculum Scope and Sequence is followed for all age groups.

## **Gathering Family Input into Curriculum**

Both versions of Creative Curriculum (*Infant/Toddler and Preschool*) incorporate multiple opportunities for family involvement in planning and participating in curricular activities.

- **Family input is required** and is gathered by discussing the family's knowledge of their child's strengths, needs, and interests through the Individual Learning Plan (ILP) form (which **must** be developed in collaboration with families) and by asking families to contribute to the curriculum during quarterly conferences
- All teachers will use the data gathered from Teaching Strategies GOLD (TSG), ILP, screenings, and the ELOF when planning for children
- This data must be used to guide choices in curriculum and learning materials, to plan daily activities, and to inform intentional teaching practices

## **Roles of Family, Teachers, and Environment**

The family, teacher, and environment each play a role in the implementation of curriculum. The goal is to support optimal growth and learning of the whole child in all areas of development.

The following are our program beliefs regarding these roles:

**Family**

- Parents are their child’s first and primary teacher
- Families are primary partners in their children’s learning
- Families are a valuable source of information and have insights about their child’s interests, abilities, skills, developmental progress, and family culture
- Families collaborate with teachers to create individual learning goals that are incorporated in the environment, materials, experiences, and daily routines

**Teachers**

- Develop trusting relationships with parents
- Support children by fostering secure attachments with the important people in their lives
- Develop supportive relationships with children and foster positive social and emotional development
- Respect children’s emerging interests and develop them into topics for discussion, exploration, and studies
- In collaboration with families:
  - Plan, individualize, and implement the curriculum for children in the classroom
- Plan meaningful experiences to engage children’s minds and bodies in learning experiences in interest areas, one-on-one interactions, small and large group times, daily routines, and studies
- Use a wide range of instructional strategies during multiple opportunities for intentional teaching
- Use a range of strategies and tools to support and extend learning in each of the developmental domains

**Lesson Planning Guidance**

**Teaching Strategies GOLD (TSG):** Weekly lesson plans are developed and documented according to the following:

REQUIRED CURRICULUM	FREQUENCY	PLAN AND DOCUMENT
<p><b>The Creative Curriculum for Infants, Toddlers, and Twos (Third Edition)</b></p> <p>or</p> <p><b>The Creative Curriculum for Preschool (Sixth Edition)</b></p>	<p>Weekly</p> <p>Lesson plans must be submitted in TSG and approved by Coach <b>2 weeks in advance</b></p>	<ul style="list-style-type: none"> <li>• Create a weekly curriculum plan and document online in TSG</li> <li>• The “Teach” tab within TSG is the required <i>Creative Curriculum</i> planning template for <b>all</b> center-based classrooms</li> <li>• Weekly Planning forms include lessons and activities that are intentionally planned and individualized for each child as well as for the whole class               <ul style="list-style-type: none"> <li>○ Planning required for <b>all areas</b> of the classroom and daily schedule, including whole and small group instruction, read alouds, free choice, meals, physical activity, outdoor time, and transitions including embedded learning opportunities in accordance with required curricula.</li> </ul> </li> <li>• Double sided sites must create a separate lesson plan for each session (<i>one for AM, one for PM</i>)</li> <li>• Each preschool classroom will begin the school year with Beginning</li> </ul>

		of the Year Study—6 weeks
<b>Conscious Discipline</b>	<b>Center-Based Preschool</b> <ul style="list-style-type: none"> <li>Starts the first day of class</li> <li>Strategies used daily</li> <li>Weekly until all units are complete</li> </ul>	<ul style="list-style-type: none"> <li>Teaching staff will ensure Conscious Discipline practices are practiced on a weekly basis</li> <li>Each day must consist of the following: <ul style="list-style-type: none"> <li>Greetings</li> <li>Brain Smart Start</li> <li>I Love You Rituals</li> <li>Job Board</li> <li>Goodbyes</li> </ul> </li> <li>Lesson plans must include one Conscious Discipline lesson and song per week <ul style="list-style-type: none"> <li>Completed in sequence according to the Baby Doll Circle Time (BDCT) and Feelings Buddies Self-Regulation Curriculum</li> <li>Documented on the “Weekly Planning Form” by unit and lesson number (<i>list from BDCT and Feelings Buddies teaching guide</i>)</li> <li>Completed in whole or small group to learn, practice, and reinforce skills</li> </ul> </li> </ul>
	<b>Infant/Toddler</b> <ul style="list-style-type: none"> <li>Strategies used daily</li> </ul>	<ul style="list-style-type: none"> <li>Teaching staff will ensure Conscious Discipline practices are practiced on a weekly basis</li> <li>Each day must consist of the following: <ul style="list-style-type: none"> <li>Greetings</li> <li>Brain Smart Start</li> <li>Sophie Book</li> <li>I Love You Ritual</li> <li>Job Board</li> <li>Goodbyes</li> </ul> </li> <li>Lesson plans must include one Conscious Discipline lesson and song per week <ul style="list-style-type: none"> <li>Completed in sequence according to the Baby Doll Circle Time (BDCT) Curriculum</li> <li>Documented on the “Weekly Planning Form” by unit and lesson number (<i>list from BDCT teaching guide</i>)</li> <li>Completed in whole or small group to learn, practice, and reinforce skills</li> </ul> </li> </ul>
<b>Second Step- Child Protection Unit (CPU)</b>	Weekly  <b>Center-Based Preschool Only</b>	<ul style="list-style-type: none"> <li>All six themes are taught in sequence during the program year</li> <li>Once a Weekly Theme is started, it is taught until it is complete</li> <li>Weekly Theme 1 of the Child Protection Unit (CPU) must <b>begin within the first 45 days</b> of school and be documented on the lesson plan</li> </ul>

The following **additional required curricular** content must be clearly documented in TSG lesson plans:

Required Curriculum	Frequency	Plan and Document
<b>Pedestrian Safety and Vehicle Safety</b>	Within 60 days of the start of the program year	<ul style="list-style-type: none"> <li>• Pedestrian safety training that emphasizes the need for an adult to accompany children while crossing a street               <ul style="list-style-type: none"> <li>○ The Second Step CPU Unit 1, Lesson 2 may be used as a resource for developing your lesson plan</li> </ul> </li> </ul>
<b>Health Lessons and Activities</b>	Monthly <i>(or more frequently)</i>	<ul style="list-style-type: none"> <li>• Health lessons and activities must be planned and presented in addition to daily classroom health practices such as hand washing and tooth brushing               <ul style="list-style-type: none"> <li>○ Use <i>Cavity free Kids</i> and <i>Healthy Habits 5-2-1-0</i> as resources for basics of oral health care, exercise, creative activities other than screen time, and drinking water and milk</li> </ul> </li> </ul>
<b>Nutrition Exploration Experiences</b>	Monthly <i>(or more frequently)</i>	<ul style="list-style-type: none"> <li>• Nutrition lessons or activities must be planned monthly to enrich learning experiences and promote healthy food choices.</li> <li>• Lessons based on <i>Healthy Habits 5-2-1-0</i> and <i>Harvest for Healthy Kids</i> can fulfill this requirement during the school year.</li> <li>• Additional resources available for planning classroom health activities on the Health and Nutrition pages at <a href="http://www.earlylearningwa.org">www.earlylearningwa.org</a></li> </ul>
<b>Physical Activities— Preschool</b>	Daily  <b>Part Day:</b> at least once a day  <b>Full Day:</b> at least twice a day	Preschoolers can stay engaged in sedentary and seated activities for up to 20 minutes. Break up structured learning times with short bursts of gross motor movement designed to enhance curriculum concepts <ul style="list-style-type: none"> <li>• Teachers plan, lead, and participate in active play during outdoor and indoor time</li> <li>• Teachers encourage gross motor skill development and demonstrate new skills, safe play, and appropriate use of materials or equipment.               <ul style="list-style-type: none"> <li>○ Provide foam balls, scarves, jumping ropes, hula hoops, etc.</li> </ul> </li> <li>• Allow children to choose their own physical activities indoors and outdoors under adult supervision</li> <li>• Screen time used to support learning by teaching staff should be limited to a half hour a week. Programs must be educational or encourage physical activity and staff should be present and participating and it must be documented on lesson plan               <ul style="list-style-type: none"> <li>○ The use of media must never occur during meals</li> </ul> </li> </ul>
<b>Physical Activities— Infants and Toddlers</b>	Daily  Outside for at least 30 minutes	Toddlers naturally need to move often and need to be able to move around the room freely with time for exploration and discovery <ul style="list-style-type: none"> <li>• Infants should be in the least restrictive environment</li> <li>• Provide supervised floor time with an engaged adult when babies are awake</li> <li>• Provide floor time at least 4 times a day in an open area with a safe play surface so babies can move around freely to reach, grab objects, roll over, scoot and crawl</li> <li>• Discuss cultural beliefs and practices with families which may</li> </ul>

		<p>conflict with floor time</p> <ul style="list-style-type: none"><li>• Limit sitting and stationary activities to less than 15-minute increments</li><li>• No screen time for children under 2 years</li></ul>
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PRESCHOOL INDOOR AND OUTDOOR LEARNING ENVIRONMENTS	INFANT/TODDLER INDOOR AND OUTDOOR LEARNING ENVIRONMENTS
<p>The following interest areas are required and provide opportunity for maximum engagement and learning by all children enrolled:</p> <ul style="list-style-type: none"> <li>• Blocks</li> <li>• Dramatic Play</li> <li>• Toys and Games</li> <li>• Art</li> <li>• Library</li> <li>• Discovery</li> <li>• Sand and Water</li> <li>• Music and Movement</li> <li>• Outdoors</li> </ul> <p>The interest areas below are recommended by <i>The Creative Curriculum for Preschool</i> but are not required by OESD 114 Early Learning:</p> <ul style="list-style-type: none"> <li>• Cooking</li> <li>• Computers</li> </ul>	<p>The following interest areas are required and make routines easier to manage and allow focus to remain on child interactions.</p> <p>They should be welcoming, conveniently located, organized, and well equipped</p> <ul style="list-style-type: none"> <li>• Greeting area</li> <li>• Diapering and toileting area</li> <li>• Sleeping area</li> <li>• Nursing area</li> <li>• Eating area</li> <li>• Areas for experience</li> </ul> <p>Information about the required content of each area and age group can be found within <i>The Creative Curriculum for Infants, Toddlers and Twos</i> publications.</p>

## The Environment Guidance

- Incorporates diverse materials to create environments that reflect and honor the cultures, languages, and personalities of the children and families in each classroom
- Incorporates meaningful indoor/outdoor experiences for active learning, creativity, social interactions, and connection to the natural world
- Evolves design and arrangement in response to the changing interests and growth of the children and to stimulate on-going development
- Supports development of life skills: attachment, affiliation, self-regulation, initiative, problem solving, and respect
- Staff will use the *Teaching Strategies: The Fidelity Tool Teacher Checklist* to guide them in setting up their classroom
- As changes are made throughout the year, staff will review the *Teaching Strategies: The Fidelity Tool Teacher Checklist* and use the *Early Childhood Environment Rating Scale (ECERS)* following the guidelines within the tool
  - Staff will consult with their coach before implementing any change
- Soft elements create a comfortable, welcoming environment, such as fabric, rugs, pillows, and natural materials must be included in the classroom
- Furniture and interest areas must be placed in ways throughout the classroom that allow staff to always see and monitor children
- Adapt and modify space to accommodate children with exceptional needs. Space and materials must be accessible to all children
- Teachers must change the materials intentionally and periodically to support children’s interests and developmental needs
- Visual picture schedules of daily routines must be posted at children’s eye level and used daily with children in the classroom
  - At least two picture schedules will be posted in all classrooms and will be posted on the first day of

school

- Pictures taken of children in the environment must be included in the picture schedule
- These pictures must be incorporated into the visual picture schedule within the first 60 days of class starting or a new program year
- Age-appropriate equipment, materials, supplies and physical space for indoor and outdoor learning environments, including functional space will be provided
- Snack and mealtimes must be structured and used as learning opportunities that support staff-child interactions and foster communication and conversations that contribute to a child's learning
- Staff will integrate intentional movement and physical activity into classroom activities and the daily routines in ways that support healthy learning
  - Physical activity will not be used as a reward or punishment
- Staff must approach routines, such as hand washing and toileting/diapering, and transitions between activities, as opportunities for learning and further skill development