

Preschool Center and Family Childcare Curricula 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.

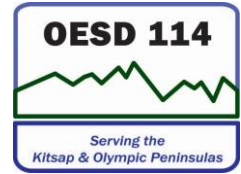
Enrolled children's learning styles, interests, special needs, and goals including Individualized Education Program (IEP) goals.

Information gained from child observation and assessment (E-11).

The Creative Curriculum for Preschool is a researched-based curricula that provides a developmentally appropriate approach for 3-5 year olds in our preschool and family child care homes. The Creative Curriculum is aligned with the Early Learning Outcomes Framework. Our educational services provide individualized and age-appropriate experiences that support the development and learning in all domains. Developmentally appropriate practices include a variety of teaching strategies to support the strengths and needs of each child in the program. The Creative Curriculum for Preschool supports a balance of teacher and child led activities in an approach that builds on a child's natural curiosity. Children interact, connect, ask questions, develop problem-solving skills, communicate, reflect, and learn new skills and knowledge through teachers extending beyond the classroom to the child's home, community, and the larger world.

Gathering regular family input into the curriculum: Family input is gathered through discussing family knowledge of their child's strengths, needs and interests. Teachers and families will set individual school readiness goals and by asking families to contribute to the curriculum.

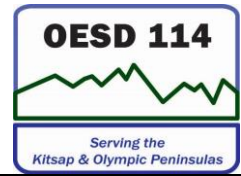
- Head Start teachers/providers will use the Early Learning Outcomes Framework ages Birth to Five when planning for children. Teachers will use the Framework to guide their choices in curriculum and learning materials, to plan their daily activities and to inform intentional teaching practices.
- **All preschool teachers/providers will use and follow the Creative Curriculum for Preschool as a guide for planning and implementing a high-quality developmentally appropriate program to fidelity. This means that we use the curriculum as it is intended and follow the Creative Curriculum Scope and Sequence for three and four year olds.**
- **Classroom teachers will use The Fidelity Tool Teacher Checklist when setting-up their classroom.** Coaches and child development program manager will use the Fidelity Tool for Administrator's to observe each classroom and Teaching Strategies Gold/AEPS. Once completed, coaches and/or education program manager will share the observation with teachers and classroom supervisors. Coaches will share the Fidelity Tool with supervisor and education program manager.
- All education teaching staff will get together at least weekly in their classroom team and reflect on what is happening with the children when developing a weekly planning form. Staff will follow the Circle of Learning Plan as their guide in planning and individualizing for children.
- **A current copy of the completed weekly planning form is posted before the start of the first day of class each week.** If the plan changes, the changes are noted on the plan. The plan is a guide for classroom



activities and experiences, yet it is flexible to meet the emerging interests and needs of the children as the week evolves. Teachers will identify the strengths, interests and needs of each child and plan for them.

- Families are given opportunities to be a part of the curriculum planning by inviting them throughout the year to give ideas and input.
- Children’s individual school readiness goals are incorporated into the curriculum planning in collaboration with the parent/guardian. **The goals are kept on the Goal Sheet form and placed behind the weekly planning form.**
- Small group activities with scaffolding in mind need to be included in the plans daily.
- Free choice needs to be included in the plans, showing how it meets the individual needs of children according to chosen activities. Use the TS GOLD/AEPS objective and dimension numbers to document individualization on the weekly planning form.
- **Child IEP goals are included on the weekly planning form.** The weekly plans need to incorporate planned activities during transitions, small group, circle, free choice, etc. for:
 - Rhyming
 - Letter Knowledge
 - Language development
 - Counting, numbers,
 - Patterns and shapes
 - Data representation (charts, graphs, etc.)
 - Writing- not just name samples; include journaling and other writing opportunities.
 - Concept Development
- Weekly plans include parent input (P) and Child input (C)

Weekly lesson plans are developed and documented in the Weekly Planning Form as follows:		
Required Curriculum	Frequency	Plan and Document
Creative Curriculum Early Learning Outcomes Framework (Head Start only)	Daily Plan	<ul style="list-style-type: none"> • Create a weekly curriculum plan that is current and posted by the time families enter the classroom on the first day of class that week. • Weekly Planning forms includes curriculum content of lessons and activities that are intentionally planned for the whole class as well as individualized planning for each child. Curricular activities need to be planned for all areas of the classroom and daily schedule, including whole and small group, circles, free choice, meals, physical activity, outdoor time, and transitions include embedded learning opportunities.



<p>Pedestrian and Vehicle Safety (Required Curriculum)</p>	<p>Within 60 Days of the start of the program year.</p>	<ul style="list-style-type: none"> • Pedestrian Safety Training that emphasizes the need for an adult to accompany children while crossing a street. • Unit1, Lesson 2 of Talk about Touch is used.
<p>Nutrition Exploration Experiences</p>	<p>Monthly</p>	<p>Nutrition exploration experiences must be planned monthly to enrich learning experiences and promote healthy food choices. 5-2-1-0 and Harvest for Healthy Kids can be used as a resource throughout the year.</p>
<p>Supplemental Resources Used</p> <ul style="list-style-type: none"> • Second Step • Talk About Touch • Healthy Harvest • 5210 • Tucker Turtle • Cavity Free Kids 		