

**NeighborImpact Head Start & Early Head Start  
Policy & Procedure**

<b>Section: Child Development &amp; Health Services</b>	<b>PC Approval Date: 8-2-05, 7/16/18</b>
<b>Title: Classroom Curriculum, Lesson Planning and Assessment Policy &amp; Procedure</b>	<b>Updated: 11/3/17</b>
<b>Policy #: HS-22</b>	<b>NI Board Approval: 9/12/19</b>
<b>Forms Required: Weekly Lesson Plan, Teaching Guide, Goal Task Sheet, Parent Curriculum Input Form, Program School Readiness Goals, Lesson Plan Guidance</b>	
<b>Performance Standards: 1302.32 (a)</b>	<b>Page 1 of 3</b>

**Policy:** To create and implement an inclusive classroom curriculum that meets individual child goals, program objectives, and the Head Start Early Learning Outcomes Framework; classroom curriculum decisions are made with input from program educators, parents, and other service coordinators and/or Content Area Coordinators. A developmentally appropriate approach is taken to create a classroom lesson plan that reflects meaningful incorporation of each child’s rate of development, temperament traits, and learning style.

All weekly lesson plans are developed in advance and posted on or before the first day of implementation. The weekly plan provides a balance of child-initiated and adult-directed activities that occur through individualized interactions, small and large group activities, established routines and planned transitions both indoors and outdoors, or home-based activities for EHS. Experiences are designed to incorporate family cultures, community, program philosophies and adopted curricula.

**Purpose:** Sound child development practices indicate that learning experiences are most effective when tailored to meet the individual goals of the young children in the classroom. In order, however, to meet the more broad expectations of the Head Start Early Learning Outcomes Framework and program objectives, it is imperative that lesson plan format is standardized and adopted curricula is applied to all classroom lesson plans.

**Procedure:**

Individualization

A. Each child’s individual rate of development is identified through:

1. ASQ: a comprehensive first-level screening filled out by parents to identify any children in need of further evaluation for possible eligibility for ECSE services.
2. ASQ-SE: a first-level screening tool filled out by parent to identify any children whose social or emotional development requires further evaluation for possible referral for intervention services.
3. Language Dominance Screening: a screening tool to indicate both family and child primary and secondary languages.
4. Teaching Strategies GOLD: Creative Curriculum’s online assessment program, which assesses the child’s development in Social-Emotional, Physical, Language, Cognitive, Literacy, Mathematics, and English Language Acquisition.
5. Goal Task Sheet is used to compile all the Individual School Readiness Goals and guide lesson planning to ensure that individual child goals are being met and documented each week.

B. Child interests, strengths, and goals are identified through:

1. SRG: Individualized School Readiness Goals are created with parents to record child strengths, interests, and goals.
2. IFSP: If the child is receiving Early Childhood Education Services, they are on an Individual Family Service Plan. If a child is on an IFSP, there should be integration of goals (at least 1) on the SRG.
3. Children are assessed in 23-25 objectives in Teaching Strategies GOLD 3 times a year, in partnership with parents, to determine developmental levels and set school readiness goals.

Parent Involvement

- A. Parents are integral partners in the processes of adopting program curriculum through:
  - 1. Policy Council
  - 2. Family Nights
  
- B. Parents contribute to weekly classroom lesson plans and individual child assessments through:
  - 1. Teaching Strategies GOLD: Parents have access to their child’s development online. This gives families the opportunity to communicate with their child’s teacher, upload observations, individualize for their child at home by accessing specific activities for their child to work on to enhance school readiness goals. Teacher Advocates and Assistant Teachers will check email daily to ensure communications with families are answered in a timely manner.
  - 2. Children are assessed in 23-25 objectives in Teaching Strategies GOLD 3 times a year in partnership with parents to determine developmental levels and set school readiness goals.
  - 3. Parent/Teacher Conferences and Home visits.
  - 4. Parent Curriculum Input: Parents share ideas at conferences and home visits, Teacher documents input on the Parent Contact Form. Parent ideas are documented on the Parent Curriculum Input Form in the Lesson Plan Binder. Teachers will note on the Lesson Plan form when they are using ideas from the parents and put that date on the Parent Curriculum Input Form.
  - 5. Family Nights

Classroom Weekly Lesson Planning

- A. The weekly lesson plan is created using the Weekly Lesson Plan Form and several resources to ensure that meaningful activities are planned:
  - 1. Creative Curriculum Teaching Guides
  - 2. Individualized School Readiness Goals
  - 3. Program School Readiness Goals
  - 4. Parent Curriculum Input
  - 5. All adopted Curricula
  
- B. Lesson plans are created following the Lesson Plan Guidance.

Assessment:

- A. Teaching Strategies GOLD is our online assessment system, which evaluates the children in the 6 areas of development and learning: Social Emotional, Physical, Language, Cognitive, Literacy, Mathematics, and English Language Acquisition.
  
- B. Individualized observations will be completed with 2-3 observations in each of the 23-25 objectives for each checkpoint period.
  
- C. Assessments will be completed by the Teacher Advocate to meet baseline and checkpoint deadlines. Teachers will partner with families to assess each child three times per year.

Curriculum Guides and Classroom Materials Adopted by the Program

Classroom and EHS Curriculum and Assessment:

- *Creative Curriculum, 5th Edition*: Provides guidance for setting up a developmentally appropriate learning environment.
- *Creative Curriculum, 6<sup>th</sup> Edition*: Provides Teaching Guides that will be used to develop rich weekly lesson plans.
- *Teaching Strategies GOLD*: Teaching Strategies GOLD is our online assessment system.
- *Partners for a Healthy Baby*: EHS home visiting curriculum

B. Social and Emotional Wellness:

- *Second Step*: Social Emotional Skills Curriculum that sets children on a path for social success and academic readiness.

C. Health and Nutrition:

- *Harvest for Healthy Kids*: Harvest for Healthy Kids helps children develop healthy eating habits.