

 Policy#: E-11	Effective Date: 5/29/97	Page #: 1 of 4
Ref #: 1304.21 (a) (3) (1) (5) (i-iii), 1304.21 (A) (2) (I) (II) (III), 1304.21(a)(1)(2), 1304.21(A)(2)(I)(ii)(iii)	Policy Council Approval Date: 8/28/07, 2/26/08,7/28/09, 8/25/09	Revision Date: 4/12/07 8/16/07, 2/13/08, 07/07/09, 07/29/09

COMPONENT: EDUCATION

SUBJECT: CREATIVE CURRICULUM OBSERVATIONS, ASSESSMENTS, LESSON PLANS, & PARENT INVOLVEMENT

PERFORMANCE OBJECTIVE: To establish program wide procedures for utilization of the Creative Curriculum Developmental Continuum Assessment Tool and use of the online reporting system. Education Staff will write anecdotal notes containing detailed information during a certain time period. The Education staff will prepare lesson plans in the developmentally appropriate areas. The Head Start parents are asked to help develop the curriculum, to share in the assessment with staff, and to participate in home visit and parent/ staff meetings.

OPERATIONAL PROCEDURE: Our program will provide all children with a safe, nurturing, secure learning environment in order to help them gain the awareness, skills and confidence to deal with later responsibilities in school and in life. Each child will be treated as an individual in an inclusive community that values, respects, and responds to diversity. In order to provide such an environment children will be assessed in on ongoing manner with anecdotal observations. Observations will then be used to plan developmentally appropriate experiences.

In order maximize the effectiveness of the Creative Curriculum Developmental Continuum Assessment Tool teachers will be required to:

1. Teachers will write and enter as many observations as needed to make an informed decision concerning a child's developmental skill level. A minimum of one observation per objective is required during all three checkpoint seasons.
2. Observations must be factual. Avoid comments that are opinionated or that can be considered subjective.
3. Initial each observation after entering.
4. Group observations should be used minimally and should be relevant to each child.
5. In order to maximize the benefits of the Continuum, observations must be written for the objectives indicated on the Weekly Planning Form.
6. When the Not Observed option is used we are not able to generate reports that are accurate. Therefore, the Not Observed option will not be used.
7. Children who are enrolled after school is in progress will have their observations recorded in the current checkpoint season.

8. Checkpoints will be due in September, January and towards the end of year. Check calendar for exact dates.
9. When determining checkpoint levels use observations, samples of work, parental input, reports from specialists or any other measurable source.
10. The nature of the Language/Literacy and Math areas requires more than a single observation in order to obtain valid information. Therefore teaching staff will record each child's response to each question in these areas at each of the three checkpoints. This information will then be turned in to the Education Manager at end of year.
11. Teacher will print and share a copy of the Progress and Planning Report during fall and spring parent/teacher conferences and during the end of the year home visit.
12. All observations will be printed and placed in the child's file after each checkpoint season.
13. When a child exits the program a copy of the Individual Child Profile will be printed and placed in the child's permanent file in Central Office.
14. Teachers will invite parents/guardians to participate in the planning process by providing access to the parent feature of CreativeCurriculum.net

OBSERVATIONS: Teachers will record, observations of children daily in accordance with Creative Curriculum goals and objectives.

A minimum of one observation per objective is required during all three checkpoint seasons.

To ensure a comprehensive outcome analysis, checkpoints must be entered into the Creative Curriculum program in accordance with Performance Standards.

LESSON PLANS

The lead teacher, with input from classroom staff and parents will prepare lesson plans to reflect monthly and weekly themes. These shall be sent to the Education Manager **via email** the Friday before the planned week. Lesson plans shall be posted in the classroom. The lesson plan form shall be used. When lesson plans need to be revised, they must be initialed by the lead teacher. The parents input will be asked each month. Their suggestions will be incorporated and highlighted so that parents can see that their ideas are being used. The parent input for lesson plan themes is to be sent to parent's weekly and returned with parent's signature and posted on parent board with lesson plan.

Lesson plans include the following:

- Creative Art - daily
- Mental Health - daily
- Language Development - daily
- Nutrition twice a week - Safety - twice a week
- Health-twice a week - Brush teeth once daily
- Large and small motor - daily
- Language/circle time - daily

- Cognitive - daily
- Special needs awareness - weekly theme
- Cultural awareness - weekly theme
- Dramatic Play - weekly theme
- Science- weekly theme
- Music and movement and Finger plays- **daily**
- Safety Drills - once a month
- Comments and Parent Input Section
- Male Involvement
- Numeracy
- Literacy
- Letter
- Sensory Table
- Vocabulary / Sight words
- Creative Curriculum goals and objectives

HIGHLAND RIM HEAD START

Curriculum

Highland Rim Head Start have a variety of curricula to meet the needs of our children.

Creative Curriculum

As I Am-Mental Health

Color me Healthy

Chef Combo-Health

Creative Curriculum Mathematics

Developmentally Appropriate Practices

Drug Prevention for Early Childhood

Learn Not To Burn-Fire Prevention

Keeping Kids Safe

Head Start Dental Health Curriculum

Multicultural Cooking-Nutrition

Panda-Parents Against Narcotic, Drug, Alcohol

Peabody Language Development-P. Mooney

Science-Kitchen Chemistry

Science Mud Pie to Magnets

Transition Magician-Transition Guide

Safe Sam Safety

PARENT INVOLVEMENT

Parents must be invited to become integrally involved in the development of the programs curriculum and approach to child development and education. Parents will be provided with the opportunities to increase their observation skills and to share assessment with staff.

Staff will encourage parents to participate in parent/staff meetings and home visits to discuss their child's development and education. Parents will be encouraged to volunteer in the child's classroom. Parents will be given access to and assistance in accessing their child's record in cc.net.