



Early Childhood Division- Pre-K

Standard Operating Procedure

1. Area of Focus – EDUCATION APPROACH, CURRICULUM and LESSON PLANS

2. Scope

Implement an integrated curriculum which promotes, develops, and encourages preschoolers' development in all learning domains to promote positive outcomes and achieve school readiness goals

3. Prerequisites

NA

4. Responsibilities

Teacher
Teacher Assistant
Instructional Advisor
Foundational Literacy Coach
Education Director
Education Manager
School Principal
Center Director/Manager
Educational Support Assistants

5. Procedure

General Approach

- A. Teachers, in collaboration with teacher assistants and instructional advisors and foundational literacy coaches, plan a wide range of activities, materials, and experiences to accommodate varying rates of development, cultures, language, interests, temperaments, and learning styles by:
1. Studying a variety of materials and activities that encourage individual and group play. Advisors/coaches can assist teachers in developing a schedule that gives the children opportunities for individual and social interactions.
 2. Teachers and assistants provide daily experiences that provide each child an opportunity to experience success and participate in activities which increase in complexity as the child develops.
 3. Teachers and assistants integrate a variety of curriculum and other developmentally appropriate resources for additional activities and strategies to promote successful outcomes.

Documents: (*Education Approach, Curriculum and Lesson Plans*) SOP short-form



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4. Teachers, in collaboration with the child's parents use classroom observations, ongoing assessments, and parent information to ensure that activities are developmentally and culturally appropriate.
 5. Teachers and assistants conduct informal observations daily, identifying children's interactions with the classroom environment and the extent to which the classroom atmosphere, content, and physical elements allow for material manipulation, social interactions, and individual preferences to utilize for planning, anecdotal notes, and interventions.
- B. Teachers and assistants, in collaboration with parents and with assistance from the health/disabilities/nutrition unit and instructional advisors/coaches, follow each Individualized Education Plan (IEP) when individualizing the child development and education approach for children with disabilities.
1. Teachers and assistants will incorporate activities, routines, and experiences that are consistent with the goals of the IEP.
 2. Each IEP includes information on the child's current level of functioning in the areas of social, emotional, cognitive, physical, speech and language development and outcome expectations, specific early intervention or special education and related services to be provided for each child. It also includes the child's range of functioning and types of self-help skills, identification of the person responsible for planning, delivering, and supervising services, projected dates for the initiation of services, and the expected duration of services.
 3. The disabilities/health/nutrition unit, teachers and assistants, and parents meet with experts and other appropriate personnel to plan and implement the IEP.
 4. Teachers and assistants use classroom observations, screenings and assessments, parental and therapist input, and the IEP recommendations to identify strategies in the learning environment that meet the individual needs of children with disabilities.
 5. Teachers and assistants document all activities, observations, and progress from the IEP. Documentation is maintained in the child's file and activities are consistent with a written lesson plan.
 6. Teachers and assistants communicate integration of recommendations into daily classroom activities verbally and/or through written documentation.
 7. A review and update of the IEP is held annually or more often, if needed, based upon classroom observations, parental input, Teachers and assistants and therapist requests.
- C. Teachers and assistants provide an environment of acceptance that supports and respects gender, culture, language, ethnicity and family composition, using the following strategies by:
1. Demonstrating a genuine respect for each child's family culture and family lifestyle.
 2. Avoiding activities and materials that stereotype or limit children according to their gender, age, disability, race, ethnicity, or family composition.
 3. Providing a variety of pictures that reflect a variety of cultures and nonsexist roles.
 4. Providing an environment that reflects the cultures of all children in the program in an integrated, holistic, and natural way by using family pictures, posters, books, dolls, and accessories of diverse backgrounds and cultures.



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5. Modeling respect and helping children demonstrate appreciation of their diversity by inviting parents and family members to share interests and input into lesson plans and classroom activities. Pictures from the child's home environment are shown in the classroom.
- D. Site directors/managers, coaches/instructional advisors and teachers and assistants provide a program that maintains continuity of care to the extent possible for three-year-old returning children.
 1. For children and families to build trusting relationships, efforts are made that allow children to remain with the same teacher and/or peer group during their time within the program.
 2. Teachers and assistants provide opportunities for children to develop trusting relationships with peers using cooperative games and activities.
- E. The long-term effect of rich early childhood experiences is further sustained through the Pre-K -3 Continuum. The Pre-K-3 Continuum is the alignment of the curriculum and instruction so that teachers in different classrooms implement research-based best practices that constitute effective instruction.

Curriculum

- A. M-SCS Early Childhood Division classroom curriculum, Big Day, is aligned with the Tennessee Early Learning Developmental Standards (TNELDS) and the Head Start Early Learning Framework (HSELOF). *TNELDS* were developed to provide documentation of the curriculum of developmental milestones from birth through age five, based on the research about the processes, sequences, and long-term consequences of early learning and development.
- B. Curricula used in M-SCS Early Childhood Division classrooms:
 1. *Big Day for Pre-K* is a proven, effective, comprehensive program that ensures Kindergarten readiness by building the foundation for success in school and life. *Big Day* builds this foundation through the use of 'big experiences,' meaningful conversations, the best children's literature, innovative technology that engages families with teachers and children, and extended play. Small group activities and children's play in learning centers extend the content for the 'big experiences.' Oral language is at the heart of learning in *Big Day*, which emphasizes opportunities for children to hear language modeled and use language in rich and varied contexts. Bilingual online resources and tools support Teachers and assistants and extend early learning into the home and community.
 2. *Second Step* is a safety curriculum used to promote children's success in school and life by enhancing the focus on self-regulation and social-emotional skill learning. *Second Step* enhances this focus through a battery of short sequences activities that teach the skills and concepts needed for children to learn and listen, pay attention, manage their behaviors, and get along with others.



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C. By focusing on child-staff and child-parent interactions and development of skills in the areas of cognitive, language and literacy, social emotional, creative, fine and gross motor, the development of the “whole” child is supported and achieved.

1. The social emotional development of children ages 3-5 is based upon the relationships and interactions with staff, parents, and other children. The following strategies are implemented in M-SCS Early Childhood Division and contractor classrooms to ensure healthy social and emotional development:
 - a. Each child is assigned to a specific teacher. This staff member has the primary responsibility and care of this child and family. Classroom staff to child ratios do not exceed 1:10.
 - b. Teachers and assistants demonstrate an understanding of the child’s family culture, in part by assisting non-English speaking families and providing staff, volunteers, or other family members who speak the family’s primary language.
 - c. All staff provide activities and materials that support and encourage the child’s development of self-awareness, autonomy, and self-expression.
 - d. All staff nurture the individuality of each child by giving the children opportunities to make choices and to independently perform developmentally appropriate tasks.
 - e. All staff provide warm and nurturing responses to each child.
2. Children acquire and develop communication skills through modeling, observing and practicing. They use verbal and nonverbal communication to share their feelings and to express ideas. Teachers and assistants support and promote the emerging literacy and communication skills of our children by implementing the following strategies:
 - a. Providing children with daily opportunities to interact with others and to express themselves freely, (i.e., during mealtimes, centers, gross motor play and learning center time).
 - b. Providing children with the opportunity to dictate stories, feelings, and ideas in writing and to see their own words being written by adults, (i.e., stories, feelings, and ideas).
 - c. Responding to each child’s attempt at conversation by instructional techniques to expand on the child’s discussion or encouraging the child to explore his or her thoughts through language modeling.
 - d. Answering each child’s questions in simple language and encouraging full and complete sentences.
 - e. Restating students’ comments and modeling correct pronunciation and grammar.
 - f. Providing opportunities, such as reading stories, singing songs, and reciting rhymes, to develop the students’ communication and literacy skills.
 - g. Labeling all shelves and materials with both words and pictures in English and in the students’ home languages.
 - h. Providing a print rich environment with the use of letters, pictures, posters, students’ work etc.
3. Teachers and assistants promote gross and fine motor development by providing:
 - a. Both outside and indoor activities.
 - b. Opportunities for children to participate in music and movement activities.



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- c. Accessible and available materials that encourage fine motor manipulation.
4. Teachers and assistants promote opportunities for each child to explore a variety of sensory and motor experiences by implementing the following strategies:
 - a. Providing an environment that affords the opportunity to learn through experimentation, investigation, observation, play, and exploration.
 - b. Changing and rotating objects to stimulate and challenge children's interest.
 - c. Providing materials in the child's environment that encourage sensory development.
 - d. Stimulating numeric development through the provision of opportunities for temporal/spatial activities and opportunities.
 - e. Encouraging active manipulation of a variety of objects.
 - f. Encouraging opportunities for indoor and outdoor experiences using sand and water play, play dough, etc.
5. Teachers and assistants create opportunities for fine motor development that encourage the control and coordination of small motor skills providing:
 - a. A variety of materials and equipment that involve hand-eye and eye-finger coordination.
 - b. The opportunity for children to create and use non-traditional manipulatives that encourage fine motor skills.
6. Teachers and assistants provide opportunities for creative expression by providing:
 - a. Opportunities for the children to dictate stories.
 - b. Opportunities for children to create and expand projects initiated by the children.
 - c. Opportunities for children to participate in process art activities.
 - d. Many different mediums by which children can creatively express their ideas.
7. Teachers and assistants respect and encourage independent use of toilet facilities and assist children when assistance is necessary or requested by the child.

Lesson Plans

- A. Teachers and assistants will use the appropriate lesson plan template to complete weekly lesson plans.
 1. Center-based Teachers and assistants submit their lesson plans to their site managers on the designated due dates established during pre-service training. Current lesson plans are posted weekly.
 2. School-based and community partner Teachers and assistants maintain their lesson plans in their classrooms, posting the current plan, for review when assigned instructional advisors/education specialists make on-site visits.
 3. Lesson plans include identifying information, curriculum, resources, and the experiences through which children will achieve developmental goals to ensure school readiness and ensure parent involvement.



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4. Written lesson plans containing specific instructional activities are required for a minimum of 5.5 hours per day. These plans are based on the curriculum, TN Early Childhood Early Learning and Development Standards, and include educational experiences in the areas of language/literacy, math, science, social studies, creative (music, art, and drama), social and emotional, and physical development.
 5. A corresponding learning goal is included on the lesson plan with each of the planned activities.
 6. The remaining 1.5 hours of the instructional day, consisting of meals, rest time and/or outside play, is posted in a prominent place inside the classroom.
 7. The daily schedule and lesson plan provide opportunities for children to participate in a variety of activities. There will be a balance of child initiated (learning centers) and adult directed activities, both individual and large group.
 8. A written and a pictorial daily schedule are posted in each classroom for adult and child viewing.
 9. Teachers and assistants assist children in developing decision-making skills by giving them the opportunity to make choices throughout the day to encourage and foster learning.
 10. Teachers and assistants observe children throughout the day and use “teachable moments” as an opportunity to expand and extend learning experiences to promote rigor.
 11. Teachers and assistants implement center activities based on themes and students’ interests.
 12. Teachers and assistants implement the use of small group instruction into their daily schedules to better meet the developmental needs of each child.
- B. Teachers and assistants receive training on how to complete lesson plans and other forms to ensure consistency among staff documentation.
- C. During our annual pre-service training event, teachers and assistants are provided with curriculum documents, including the Memphis-Shelby County Schools Pre-K Pacing Guide and Curriculum Guide. These guides are teacher-created tools that provide a weekly mapped structure designed to maintain uniformity and continuity of instruction in areas such as letters/sounds, numbers, colors, shapes, and unit themes. All teachers receive training on the use of these documents, which are designed to blend our Big Day curriculum, HSELOF, and the TN-ELDS.

6. References

- Head Start Performance Standards Subpart C- Education and Child Development Program Services 1302.32
- Shelby County Schools Board of Education Policy 0029 Theory of Action for Change
- TN Department of Education Standards for School Administered Childcare Programs 0520-12-01-.09 sections 1b-c, 3a-f and 1520-12-01-14
- Voluntary Pre-K Scope of Services, H
- Head Start Early Learning Outcomes Framework (HSELOF)
- Pre-K Pacing Guide

Documents: (*Education Approach, Curriculum and Lesson Plans*) SOP short-form



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- Curriculum Guide
- Big Day for Pre-K Curriculum
- Lesson Plan Template
- Small Group Lesson Plan template
- Anecdotal Record Form
- Curriculum Fidelity Checklist
- Individual Student Notebooks
- Behavior Health Referral, if applicable
- Early Childhood Initial Comprehensive Walkthrough Form
- eDeca
- Pre-K Report Cards

7. *Definitions*

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