

All God's Children Learning/Assessment Tools

The most important goal: to help children become lifelong learners. This means encouraging children to be self-guided learners who are not afraid to try out their ideas and to think their own thoughts. We're teaching them how to learn, not just in the early childhood years, but also all through their lives. We're allowing them to learn at their own pace and in the ways that are best for them. We're giving them good habits and attitudes, particularly a positive sense of themselves, which will make a difference throughout their lives.

Our curriculum identifies goals in all areas of development:

- **Social:** To help children feel comfortable in school, trust their new environment, make friends, and feel they are a part of the group.
- **Emotional:** To help children experience pride and self-confidence, develop independence and self-control, and have a positive attitude toward life.
- **Cognitive:** To help children become confident learners by letting them try out their own ideas and experience success, and by helping them acquire learning skills such as the ability to solve problems, ask questions, and use words to describe their ideas, observations, and feelings.
- **Physical:** To help children increase their large and small muscle skills and feel confident about what their bodies can do.

Teacher's Role: Qualified, dedicated teachers are essential to the development of a quality program that promotes the individual development and success of each child.

Knowing how children develop is the foundation for every teacher. Building meaningful relationships with children and families is the key to that knowledge.

Careful observations and ongoing assessments will further the teachers' knowledge about each child's learning style and present level of development. Teachers use this information to create an environment that includes a balance of both child-initiated learning and teacher directed learning. As teachers engage with children throughout the day, they can determine the degree of their involvement.

Parent's Role: We acknowledge and value that parents are their child's first teacher.

Establishing a partnership with the child's teacher/center is imperative to the success of the child. This can be accomplished through ongoing communication with the center and the child's teachers, as well as frequent participation in the child's program. If you have a unique talent, skill, and/or special area of interest you would like to share, please let your child's teacher know.

Each program/classroom establishes and follows a consistent, yet flexible, daily routine based on developmentally appropriate practices and the individual needs of each child in the group. Daily schedules and weekly lesson plans are visibly posted in each classroom. Please take the opportunity to become familiar with your child's routines and activities and discuss your child's experiences with him or her daily.

DHS (Department of Human Services) Licensing Guidelines: Centers are required to follow a long list of requirements and they receive at least one unannounced monitoring visit annually from DHS consultants. Each childcare license must be renewed every 2 years. Licensed Centers must meet requirements in the following areas:

- Adequate floor plan and fire marshal's report
- Policies for fees, enrollment, field trips, discipline, nutrition, and health and safety policies

- Developmentally appropriate curriculum
- Parental participation
- Personnel
- Professional growth and development
- Staff ratio requirements
- Records
- Health and safety policies
- Physical facilities
- Activity program requirements
- Food services

All rooms at All God's Children utilize the following curriculums:

Creative Curriculum- A Department of Education endorsed early childhood teaching framework. Creative Curriculum is based on the accepted theories of child development and supports our philosophy that children learn best through active learning. Our environment is designed to facilitate maximum learning and includes a wide variety of activities that promote literacy, language, cognitive, the Arts, scientific thinking, fine motor, gross motor, and social, and emotional development. Children can select activities and materials that interest them and allow them to be actively involved. Teachers work with the individual child to promote development in all areas. Knowledge of child development, interactions, and observations allow teachers to gather information about each child's temperament, interest, culture, emerging capabilities, and preferred learning style to meet the needs of every child and plan appropriate environments and activities.

Positive Behavior Intervention Supports - The premise of PBIS is that continual teaching, combined with acknowledgement or feedback of positive student behavior will reduce unnecessary discipline and promote a climate of greater productivity, safety, and learning. PBIS schools apply disciplinary data and principles of behavior analysis to develop school-wide, targeted, and individualized interventions and supports to improve school climate for all students.

All Preschool classrooms utilize the following curriculums:

Second Step - is designed to promote social competences and reduce social and emotional problems by teaching children skills in the core areas of empathy, emotion management (impulse control, emotional regulation, anger management), and problem solving. The goal is to promote a caring classroom community but also to foster children's lifelong learning to become healthy, responsible, and productive members of society.

Jolly Phonics & Heggerty Phonemic Awareness - a fun and child centered approach to teaching literacy through synthetic phonics. With actions for each of the letter sounds, the multi-sensory method is very motivating for children and teachers, who can see their students achieve.

Stated funded 4-Year-Old Preschool utilizes the following curriculums:

Everyday Math - a comprehensive Pre K mathematics program engineered for the Common Core State Standards. Developed by The University of Chicago, School of Mathematics Project, the Everyday Mathematics spiral curriculum continually reinforces abstract math concepts through concrete real-world applications.

[LT]: Learning and Teaching with Learning Trajectories - Learn about the steps children typically take to learn math by exploring [LTs](#). Each topic (or trajectory) is broken down into the levels, or steps, children take on their path to being strong mathematicians.

We Thinkers! - The highly acclaimed We Thinkers! series helps children build fundamental social competencies and improve their social and academic performance. We Thinkers! Volume 1 works with core social concepts and Social Thinking Vocabulary. Volume 2—figuring out hidden rules and expected and unexpected behavior, making a smart guess, having flexible versus stuck thinking, matching the size of a reaction to the size of a problem, and sharing imagination—continue the trajectory toward social emotional learning. In Volume 2 we help students decipher the social cues to share space, flexibly interact, and regulate emotions during the ever-changing world of play or when sitting quietly in a classroom. Social executive functioning is difficult for both neurotypical and Neurodivergent social learners. It involves surveying a social

situation, understanding group behavior, considering others' perspectives, motives and ideas, thinking flexibility, negotiating roles or turns, and self-regulating to keep emotions and behaviors under control when problems arise. Volume 2 decodes these concepts into small, teachable segments that kids can understand, and presents them in an organized platform from which adults can reliably teach in a step-by-step manner. This is an excellent curriculum for all students ages 4-7 in a general education classroom, in small groups or in one-to-one specialized teaching.

Stated funded 4-Year-Old Preschool Assessment Methods:

Teachers are trained in both formal and informal assessment methods. Familiar adults/classroom teachers and support staff will assess children in a quiet area free of distractions. Teachers will share assessment information with families via conferences and/or home visits. Confidentiality policies will be followed when handling student's assessment data.

Teaching Strategies GOLD - focuses on 38 research-based objectives for development and learning. Gold allows teachers to collect evidence through observation, portfolios, partnering with parents, and interactions to identify where a child is at in their development and where they are going. Teachers can individualize learning for the children in their care and use this information to plan an environment and activities to help in the development of the whole child. All student data will be entered on to Gold online in the fall, winter, and spring.

IGDI - is a Department of Education endorsed literacy and math screener. Preschool teachers and support staff trained in IGDI administration will complete the IGDI's assessment in the fall, winter, and spring to children entering kindergarten the following year.

Outside Screenings - In addition to the tools listed above, developmental and health screenings are conducted as needed by outside agencies such as Grant Wood AEA and the Lions' Club. Parental permission is requested prior to all screenings. Scheduled dates and times for screenings will be distributed to parents in advance of the screening. Parents as well as teaching staff will have access to the results of the screenings.

Conferences/Home Visits- in addition to the Open House held prior to the start of the school year Preschool Teachers will schedule an orientation home visit with families prior to the start of school. Parent-teacher conferences are scheduled twice each year for all families. All parents are encouraged to take advantage of this opportunity to discuss their child's development with their primary teacher. Teachers and parents will also work on developing shared individual goals for children during the conference time. Additional conferences and/or home visits can be scheduled on an as needed basis at the request of parents.