



Pre-K: Instructional Expectations 2022-2023

*Principals must follow NC statutes and laws, State Board of Education policies, and [CMS policies and regulations](#).
[The CMS Way](#) | [What Matters Most](#) | [We Are Ready](#)*

Curriculum & Instruction

*All students have access to standards-aligned curriculum and experience high-quality core instruction.
Students have equitable access to class placement and course offerings.*

[Charlotte-Mecklenburg Board of Education Policies and Regulations](#)
[Guiding Practices in Early Childhood Discipline](#)

Curriculum

- Follow [North Carolina Foundations for Early Learning and Development](#)
- Lesson plans should reflect Foundation Standards, Teaching Strategies Gold and include differentiation
- Use research-based curricula for all core curricula, as approved by the Academics Department. (Creative Curriculum, RECAP and Arte y Más).
- Plan and implement ECERS practices in the areas related to Language-Reasoning, Interest Areas, Interactions, and Program Structure.
- Ensure all Tier 1 practices are being utilized in the classroom

Intervention

- Tiered interventions for Pre-K students are focused on the five developmental areas: cognitive, communication skills, motor, adaptive behavior and social-emotional (including behavior) rather than academic skills in isolation.
- Interventions used will be research and evidence based
- The MTSS process is followed for Pre-K students.

Assessment & Grading

- Teaching Strategies Gold will be utilized to help inform teaching
- The PAST Assessment will be given 4 times a year
- Adhere to policies governing the use of Individual Education Programs for students with disabilities and Differentiated Education Plans for gifted students.
- Implement a varied assessment platform.
- Teaching Strategies Gold must be **updated weekly** at a minimum (**Assessment Data**)
- Place Pre-K students on the appropriate TS Gold color band and provide parent reports 3 times per year and utilize data for instructional planning.
- Complete Transition to Kindergarten Form on Teaching Strategies Gold

Improvements

- Offer flexible remediation (for students who do not reach mastery) and enrichment (for students who meet and/or exceed mastery) opportunities for students.
- Utilize strategies learned from LETRS training
- All families should be sent a Ready Rosie invitation and playlists.

Scheduling

Physical Education

- Pre-K students will participate each day in 60 minutes of physical activity. (Two 30 minute sessions)

Updated 5/24/2022

- Teachers will follow the [Child Care Weather Watch](#) to determine if students will go outside or stay inside for physical activity.

Pre-K

- Choice time is one third of the time children are in attendance (approximately 150 minutes per day). During choice time Small Groups should occur. The first block of Small Groups is based on the Intentional Teaching Cards while the second block of Small Groups is based on PAST and Letter ID data.
- Quiet time is for 30 minutes. At least one light should be turned on and quiet activities are offered to children who do not fall asleep.
- Students should be encouraged to author their work
- Whole group components should not be back to back in the day
- CMS Pre-K teachers will have an individual planning session every other week ***(Provided your assigned coach is not covering a class for an absent teacher at your school or another school)**
- Ratio is 1 adult to 9 students.