



## Early Childhood Division- Pre-K

### Standard Operating Procedure

#### ***1. Area of Focus – TEACHING and LEARNING ENVIRONMENT***

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#### ***2. Scope***

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

#### ***3. Prerequisites***

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NA

#### ***4. Responsibilities***

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Teacher  
Teacher Assistant  
Instructional Advisor  
Foundational Literacy Coach  
Education Director  
Education Manager  
Educational Support Assistant  
ERSEA Manager  
Health Services Advisor  
Behavior Specialists

#### ***5. Procedure***

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- A. M-SCS Early Childhood Program ensures that all center- and school-based classrooms provide families with responsive care, effective teaching practices, and access to a well-organized classroom that promotes healthy development and child skill growth that is aligned to the *Tennessee Early Developmental Learning Standards (TNELDs)* and *Head Start Early Learning Outcomes Framework: Ages Birth to Five*. Dual learners and children with disabilities receive individualized accommodations, as needed, to effectively participate in the program. Staff members frequently engage in professional development to ensure they understand how to differentiate to meet the individualized needs of all learners.
- B. All M-SCS implemented teaching practices are directly aligned with the *Tennessee Early Developmental Learning Standards (TNELDs)*, *Head Start Early Learning Outcomes Framework: Ages Birth to Five*, and the curriculum, *Big Day for Pre-K*.
- (i) Instructional advisors, foundational literacy coaches, center directors/managers, educational support assistants, and teachers and assistants



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provide a program that emphasize nurturing and responsive practices, interactions and environments that foster trust and emotional security.

1. Teachers and assistants provide daily experiences that provide each child an opportunity to experience success and participate in activities that increase in complexity as the child develops.
  2. Teachers and assistants integrate a variety of curriculum and other developmentally appropriate resources for additional activities and strategies that promote successful outcomes.
  3. Teachers and assistants conduct daily observations, 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.
  4. Teachers and assistants incorporate strategies obtained through CLASS training(s) to effectively support the emotional, organizational, and instructional needs for both children and their learning environments.
    - (ii) Instructional advisors, foundational literacy coach, center directors/managers, educational support assistants, and teachers and assistants focus on promoting growth in the developmental progressions by aligning the frameworks and curricula for direct planning of organized activities including lesson planning, developing schedules, and implementation of high-quality learning experiences that are responsive and build upon each child's individual pattern of development and learning.
    - (iii) Instructional advisors, foundational literacy coaches, center directors/managers, educational support assistants, and teachers and assistants integrate child assessment data in individual and group planning.
      1. Children are administered a variety of screening and assessment tools that measure and assess progress across all school readiness domains.
      2. Teachers utilize child assessment data to develop instructional groups and plan intentional learning experiences that are directly aligned to the individual needs of students.
      3. Teachers analyze child assessment data weekly to plan for small group and center-based activities that are aligned to both the student's interests and individualized needs.
    - (iv) Teachers and assistants includes developmentally appropriate learning experiences in language, literacy, social and emotional development, math, science, social studies, creative arts, and physical development that are focused toward achieving progress outlined in the *Tennessee Early Developmental Learning Standards (TNELDs)*, *Head Start Early Learning Outcomes Framework: Ages Birth to Five*, *TN Foundational Skills*, and *Big Day*.
- C. Positive social and emotional development of children, ages 3-5, occurs when children experience positive relationships and interactions with staff, parents, and other children. The following strategies are implemented in M-SCS Early Childhood



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- D. District and community partner classrooms ensure healthy social and emotional development:
- i. Each child is assigned a specific teacher and assistant. These staff members have the primary responsibility and care of this child and family. Classroom enrollment cannot exceed 20 students.
  - ii. Teachers and assistants demonstrate an understanding of the child's family culture, in part by assisting non-English speaking families by providing staff, volunteers, or other family members who speak the family's primary language to serve as interpreters.
  - iii. All staff provide activities and materials that support and encourage the students' development of self-awareness, autonomy, and self-expression.
  - iv. All staff nurture the individuality of each child by giving the children opportunities to make choices and to independently perform developmentally appropriate tasks.
  - v. All staff provide warm and nurturing responses to each child.
- E. 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:
- i. Provide 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.
  - ii. Provide children with opportunities to dictate stories, feelings and ideas in writing and to see their own words being written by adults, i.e., stories, feelings and ideas.
  - iii. Respond to each child's attempt at conversation with instructional techniques to expand on the students' discussion or encouraging the child to explore his or her thoughts through language modeling.
  - iv. Answer the students' questions in simple language and encourage full and complete sentences.
  - v. Restate the students' comments and model correct pronunciation and grammar.
  - vi. Provide opportunities, such as reading stories, singing songs, and reciting rhymes, to develop the children's communication and literacy skills.
  - vii. Labeling all shelves and materials with both words and pictures in English and in the child's home language.
  - viii. Providing a print-rich environment with the use of letters, pictures, posters, children's work, etc.
- F. Teachers and assistants promote gross and fine motor development by providing:
- i. Both outside and indoor activities.
  - ii. Opportunities for children to participate in music and movement activities.
  - iii. Accessible and available materials that encourage fine motor manipulation.
- G. Teachers and assistants promote opportunities for each child to explore a variety of sensory and motor experiences by implementing the following strategies:



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- i. Provide an environment that affords the opportunity to learn through experimentation, investigation, observation, play, and exploration.
  - ii. Change and rotate objects to stimulate and challenge children's interest.
  - iii. Provide materials in the child's environment that encourage sensory development.
  - iv. Stimulate numeric development through the provision of opportunities for temporal/spatial activities and opportunities.
  - v. Encourage active manipulation of a variety of objects.
  - vi. Encourage opportunities for indoor and outdoor experiences using sand and water play, play dough, etc.
- H. Teachers and assistants create opportunities for fine motor development that encourage the control and coordination of small motor skills by providing:
- i. A variety of materials and equipment that involves hand-eye and eye-finger coordination.
  - ii. The opportunity for children to create and use non-traditional manipulatives that encourage fine motor skills.
- I. Teachers and assistants provide opportunities for creative expression by including:
- i. Opportunities to dictate stories.
  - ii. Opportunities to create and expand projects initiated by the children.
  - iii. Opportunities to participate in process art activities.
  - iv. Many different mediums by which children can creatively express their ideas.
- J. M-SCS recognizes bilingualism and bi-literacy as strengths and implement research-based teaching practices which support their development.
- i. The program includes steps to support the development of the home language for dual language learners and work to identify volunteers and staff who can work with the students to continue development in the child's home language.
  - ii. Teachers use and apply differentiated language strategies to involve Dual Language Learners (DLL) in their classroom instruction.
  - iii. Teachers label common items in English and Spanish as a strategy to assist DLL children with the English acquisition process.
  - iv. Center directors/managers, advisors/coaches, teachers and program managers actively solicit bilingual volunteers to support children as they continue to acquire skills in their home language.
- K. Learning environment
- i. Teachers develop and adhere to a daily schedule which provides time for teacher-directed and child-initiated activities.
  
  
  
  
  
  
  
  
  
  
  - ii. Daily schedules follow times that are required for early childhood program licensure in the state of Tennessee. Schedules are based on the recommended activity times of ECERS-3.



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- iii. All teachers receive training and professional development to assist with developing student-centered lesson plans which promote individuality and are inclusive of direct and in-direct instructional activities.
  - iv. Teachers use the Big Day lesson plans for centers, whole group, and small group instruction. Small group and individualized plans should be created by teachers utilizing curriculum maps, pacing guides, TN Foundational Skills Supplement, and assessment results to ensure individual needs of students are addressed.
- L. Materials and space for learning
- i. All classroom spaces are inspected by the fire marshal and issued a certificate of occupancy.
  - ii. All classroom spaces are measured and adhere to the standards of both the TN Department of Human Services and the TN Department of Education prior to being utilized.
  - iii. Supplies and materials for all classrooms are purchased according to the Early Childhood Environmental Rating Scale (ECERS-3).
- M. Promoting learning through approaches at rest time, meals, routines and physical activities
- i. All children are offered a 30-minute reclined rest/nap period each day. Children have the autonomy to decide if they want to actually rest during this time. The 30-minute reclined rest/nap period is aligned to the requirements listed in the Scope of Work provided by the TN Department of Education.
  - ii. Snack and meal times serve as an integral part of the learning day and provide learning and socialization opportunities for students. Family style dining is encouraged during meal and snack times. Two adults are expected to model and encourage communication with the children. Meals and snacks are scheduled for students throughout the day and occur at the same time each day. All children receive breakfast, lunch, and a snack daily. Meals are scheduled for a minimum of 30 minutes in length and snacks are scheduled for a minimum of 15 minutes to ensure that children are provided with enough time to eat. Children are provided with meal choices that adhere to the USDA guidelines. Meals are offered to children; however, children have the autonomy to decide if they are willing to eat the meals that are provided. ***Food is prohibited from being used as a reward and/or punishment to ensure that children develop healthy attitudes about nutrition. Outside food/drinks are prohibited.***
  - iii. Transition times are treated as learning opportunities through integrating songs and activities to help children complete routine activities such as hand washing and toileting.
  - iv. Physical activity is viewed as an integral part of child centered learning and development. Time is scheduled for music and movement and gross motor activities throughout the day. A minimum of 45 minutes is scheduled each day for tasks that provide children with opportunities to engage in physical activity.

***Physical activity is prohibited from being used as a reward and/or punishment to ensure that children develop healthy attitudes about physical activities.***



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### 6. *References*

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- Big Day for Pre-K Curriculum
- Head Start Performance Standards Subpart C- Education and Child Development Program Services 1302.31 & 1302.32
- TN Department of Education Standards for School Administered Child Care Programs Chapter 0520-12-01-.09 sections 1b-f, 2-9; 0520-12-01-.12
- Voluntary Pre-K Scope of Services, H
- Shelby County Schools Board of Education Policy 0029 Theory of Change
- Head Start Early Learning Outcomes Framework (HSELOF)
- Tennessee Early Developmental Learning Standards (TNELDs)
- Early Childhood Initial Comprehensive Walkthrough Form
- Big Day Walkthrough Fidelity Checklist
- Staff Professional Development Log
- Small Group Lesson Plan
- ECERS-3 Checklist
- CLASS Observation Tool
- Anecdotal Record
- Brigance Inventory
- Social & Emotional Screener
- Playground Plan
- TN Foundational Skills Curriculum Supplement

### 7. *Definitions*

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- *Tennessee Early Developmental Learning Standards (TNELDs)* provide documentation of the continuum 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. The standards for four-year-olds provide a direct alignment with the content areas found in Tennessee's state English language arts and mathematics standards as well as the Tennessee state standards for Kindergarten.
- *Head Start Early Learning Outcomes Framework: Ages Birth to Five* presents five broad areas of early learning, referred to as central domains. The framework is designed to show the continuum of learning for infants, toddlers, and preschoolers. It is grounded in comprehensive research around what young children should know and be able to do during their early years.