



EARLY CHILDHOOD CURRICULUM & INSTRUCTION IMPLEMENTATION



| TEACHER: | | DATE: |
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| EXPECTATIONS | | EVIDENCE |
| AR EC STANDARDS & CURRICULUM | <p><i>LRSD P4 & P3 Curriculum Maps aligned to AR Early Childhood Benchmarks are in use and provide the foundation for instruction, activities, and learning</i></p> <ul style="list-style-type: none"> ▪ Current theme and focus are posted and evident in classroom experiences ▪ Curriculum maps, identified resources, and integrated content are utilized and reflected in classroom practices and student activities ▪ Assessments are conducted as part of weekly instruction and as indicated on curriculum documents | |
| SCHEDULE & DESIGN | <p><i>Schedule and experiences adhere to ABC, DHS, and district requirements</i></p> <ul style="list-style-type: none"> ▪ Classroom schedule is posted and visible ▪ Daily schedule includes a minimum of 2 hours 20 minutes of self-directed learning (centers) and 1 hour outdoor/gross motor development ▪ Schedule includes time for transitions, clean up, and hand washing ▪ Technology use is monitored and limited to 15 minutes daily (computer/lpad) and 30 minutes weekly (TV, video, DVD) ▪ Small group instruction and experiences are scheduled, planned, and held to support student learning | |
| CLASSROOM ENVIRONMENT | <p><i>Classroom is organized and appropriate for learning and interactions among young children</i></p> <ul style="list-style-type: none"> ▪ Classroom is organized to allow safe and efficient movement ▪ Classroom has required centers that accommodate 2-3 children working together ▪ Classroom includes areas for whole group meetings and small group instruction ▪ Materials are organized and available for activities and children's use ▪ Classroom displays and decorations are primarily student created with at least 50% of the items at children's eye level and below | |
| STUDENT ENGAGEMENT | <p><i>Students are engaged with adults and one another in activities related to the curriculum</i></p> <ul style="list-style-type: none"> ▪ Adults interact with children, invite children's contributions, and expand on ideas presented by children in regular communication ▪ Adults encourage children to share, build on one another's comments, and practice conversational turn-taking and responding to questions ▪ Students verbalize current class learning and experiences ▪ Adults engage with children in centers, outside, and throughout daily experiences and use these interactions to enhance learning | |
| EVIDENCE OF LEARNING | <p><i>Activities and assessments reflect current learning and document progress</i></p> <ul style="list-style-type: none"> ▪ Activities are theme-related, provide the opportunity to practice and apply learning, and appropriate for young children (i.e. no worksheets) ▪ Student work is displayed in the room related to recent learning ▪ Assessments are completed as identified on curriculum maps and year at a glance (Weekly Curriculum, Work Sampling, PKSA/P3SA, ESI) ▪ Assessments guide plans and focus of small group opportunities ▪ Student portfolios include required, dated samples for the three collection periods | |