
2023-2024 In-Service

Lesson Plans

All classrooms in your delegate program will be on the same schedule for the lesson plans. The lesson plan is set up in the way you need to complete it, no activities should be deleted or replaced.

Please be sure that you are writing the dates on your lesson plans and making any necessary changes before posting. Ex: removing Friday off the lesson plan if your program only attends 4 days a week.

A current copy of your lesson plan needs to be kept in a folder on your desk, this copy will show individualization. Post the most current lesson plan on the wall in a parent friendly area. **Children's initials are not to be on this copy of the lesson plan.** After each assessment, you need to print out the Class Profile Report found on TSG and place this in front of the lesson plan folder. This report will help you when individualizing your lesson plan. The Class Profile Report compares information about children's skills, knowledge, and behaviors to widely held expectations for their age or class/grade during a particular checkpoint period.

**** Begin individualizing your lesson plan within the first two weeks of school by using the children's initials throughout (for your copy).**

A "Lesson Plan Schedule" has been provided for all teaching staff. This schedule should be followed in the order listed and must be posted in a "parent-friendly" area of the room. Posting it on the wall behind your desk would NOT be a parent friendly area.

Martin and Floyd counties need to turn in a lesson plan schedule to the Grantee office prior to your program beginning. This allows our managers to know when they visit classrooms, that the teachers are following the schedule correctly and on the right lesson plan.

Be sure that under your Second Step area, you write the actual unit and what week you are covering. For example, Unit 1 Week 2: Listening.

Daily Schedule

Please submit your classroom daily schedule to your Director/ Education Manager. Please submit your schedules to your Director prior to your program beginning so the Grantee office will have a copy. If you have questions as to what the requirements are for the daily schedule, refer to the Daily Schedule policy on the Big Sandy Head Start website. The Director/ Education Manager will then submit those schedules to your Team Manager at the Grantee Office. If there are **any** changes in the schedule you must **re-submit** it. Your Team Manager will go by the current schedule he/she has scheduling CLASS, as well as any other routine Classroom Observations.

Pedestrian and Bus Safety/ First Bus Evacuation Drill

Pedestrian/ Bus Safety and the first bus evacuation drill must be conducted within the first full week of school. (1st 30 days for Head Start policy). **Two more bus evacuation drills will need to be completed by the end of the school year.** These will need to be written on your lesson plan.

Conference Forms

Please make sure on the Education Home Visit/ Parent Teacher Conferences that you have checked/ marked a location on the form, as well as COPA. If the location for the Education Home Visit is anywhere other than *Home* then please give the reason. ** Please make sure that you have listed a reason if the visit is held at SCHOOL or OTHER as the Education Home Visits are meant to be held in the child's home. Make sure as you are listing the time that you are writing AM or PM. Remember not to use white out on any of the documents. Initial next to errors when making changes. Make sure that you have marked what type of visit that you are doing if it is an Education Visit or Parent Teacher Conference. This should also be reflected to match on COPA.

- If you have a child that moves within the same center, you do not have to complete another Education home visit within the first 30 days. This child will have a Parent Teacher Conference completed within the timeline.

- If you have a child that moves with the same program, for example a child moved from Allen A to Dace A. An education home visit will be required to be completed within the first 30 days.
- If a child moves to another program, for example a child moves from Allen A to Central A. An education home visit will be required to be completed within the first 30 days.

** The required time for all Education Home Visits and Parent Teacher conferences is at least 30 minutes in duration.

-All information should match!

Setting Up the Physical Environment

It would be best practice to refer to the “Required Classroom Display” document when setting up your classroom(located on BSACAP website), it identifies several items that must be posted inside or outside the classroom. Be sure to have your Volunteer Suggestions as well as the CLASS questions posted in your centers. The weekly theme/topic should be evident in the classroom display.

Photos **and** names of children should be found in multiple places throughout the room. **Their pictures and names should be on their tables and cubbies at a minimum.**

Arrange space so that there are clear pathways for children to move from one area to another and minimize distractions.

Be sure that you have created a Helpers/ Job Chart and designate roles for children. There should be at least 10 jobs such as weather person, door holder, line leader, etc.

- **The classroom must have at least 9 specific learning centers covering block building, dramatic play, art, fine motor/manipulatives, music, science, computers/tablet/smartboard, writing, and library.**
- **There are six centers that must be STATIONARY, these are blocks, art, fine motor, library, dramatic play, and science. In addition**



each classroom must have writing, music, and computers. These 3 centers can be MOBILE or STATIONARY.

Quiet and noisy centers should not be located next to one another.

- Quiet centers: Library, Writing, and Listening
- Buffer centers: Computers, Math, Science, Fine Motor, and Art
- Noisy centers: Dramatic Play, Blocks, and Music

Check the environment to ensure that it reflects non-stereotyping and cultural diversity. Reflect the backgrounds and interests of families and children represented in the classroom in pictures and materials displayed and used in activities.

Word Wall

Each classroom must have a working Word Wall, meaning the alphabet should be displayed on a wall in large letters with words placed under some or all of the letters. The word wall should be stationary (NOT portable) and on the children's eye level. Teachers should be introducing at least one new vocabulary word each day that can be found on the current lesson plan. You may take down previous words as it gets too full and it is good practice to list each child's name on the Word Wall under the appropriate letter. This is because the child's own name, as well as the names of the other children in the room, are often the child's first interest in learning to write letters.

Fairness Chart

There must be a fairness chart located somewhere in the classroom identifying how children are appropriately transitioned between activities. It will likely identify children by a letter, number, shape, animal, etc that has been placed on their assigned table. The tables should be fairly rotated so that the "Blue table" does not always transition first or last.

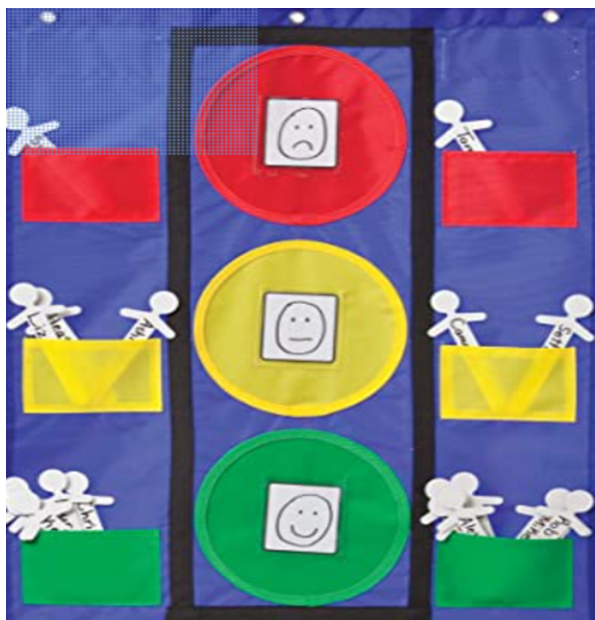
Behavior Management

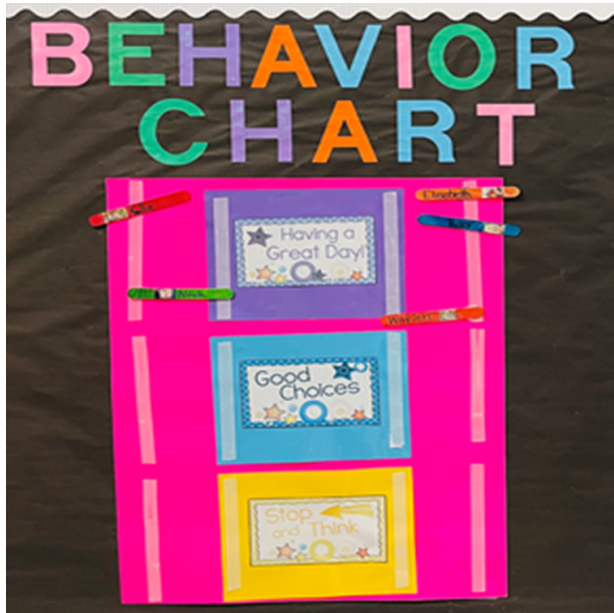
Each classroom must have an appropriate Behavior Management System that they utilize. The Behavior Management Systems must be posted in the classroom. You must explain to your children how they work. Each day is a new day and all children will start out new. If you have to move a child down the chart or to a different spot on the chart, you must not leave them there for very long. You must move them back up when you see that they have made a good choice by listening to the classroom rules, following directions, using good manners, etc...

Examples:









Examples of what not to use:





TSG

If there is a child in your classroom that has an IEP, this information has to be inputted on TSG as well as COPA. Staff will input this data under the child information on TSG. It should be the same date that it listed on COPA for the child beginning to receive services.

Funding Sources

- | | |
|---|---|
| <input type="checkbox"/> Pre-K | <input checked="" type="checkbox"/> Head Start |
| <input type="checkbox"/> Child Care | <input type="checkbox"/> Family Child Care |
| <input type="checkbox"/> Private | <input type="checkbox"/> Title I |
| <input type="checkbox"/> Child Care and Development Block Grant | <input type="checkbox"/> Even Start |
| <input type="checkbox"/> Military | <input type="checkbox"/> TANF |
| <input type="checkbox"/> Other | <input type="checkbox"/> Multiple Funding Sources |
| <input type="checkbox"/> Part C Early Intervention | <input type="checkbox"/> Part B Section 619 |
| <input type="checkbox"/> Medicaid | <input type="checkbox"/> Early Head Start |
| <input type="checkbox"/> Other 2 | <input type="checkbox"/> WKU |

IEP Yes
 No

What date will this child begin to receive Special Education services?

05/03/2022

MM/DD/YYYY

Note: Self-care dimensions will not show up when you enter preliminary levels or checkpoint data until the date on which child is scheduled to begin to receiving IEP/IFSP services.

Preschool Entry Assessment Tool*


Teaching Strategies GOLD

Preschool Exit Tool


Free and Reduced Lunch

Unknown

This will then open the self-care dimensions so that you can input those notes. This is for 1c1-1c4 on TSG and will appear for any child that has an IEP. **These will only appear for a child if they have an IEP.** It will look like below:



DROP FILE(S) HERE OR CLICK TO UPLOAD

9/27/2022


FAMILY OBSERVATION

NOTE

Add Note

B
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☰

SOCIAL-EMOTIONAL 1-3 ^

1. Regulates own emotions and behaviors ^

a. Manages feelings

b. Follows limits and expectations

c. Takes care of own needs appropriately

c1. Eating and drinking

c2. Toileting and personal hygiene

c3. Dressing

c4. Personal safety

2. Establishes and sustains positive relationships ^

a. Forms relationships with adults

b. Responds to emotional cues

c. Interacts with peers


d. Makes friends

3. Participates cooperatively and constructively in group situations ^

a. Balances needs and rights of self and others

Observation Notes

You **must** have at least one note per dimension on TSG. You may continue adding notes for each objective as needed per child. Write an in-depth description of occurrence/observation in detail when entering the note on Teaching Strategies GOLD. Make sure your note supports the dimension you've chosen. **Only one (1) GROUP NOTE each week is an option.** Keep in mind that Grantee office managers will be asking to see your written



notes. This will be a finding if they are not present with you in the classroom during the classroom observation.

Important Topics to go over as a Reminder:

1. After you complete the 1st Parent Teacher Conference, make sure your parents have chosen their two activities from a total of four printed activities. After the parents select the two they wish to work on with their child(ren) discard the other two activities. Unless there is an activity that you may find beneficial to add to the provided lesson plan. **The ONLY reason you're taking the four activities to the parent is to give them choice. They MUST choose from the activities in order for us to be able to say that they were able to make a decision concerning their child(ren)'s academic wellbeing.** You can refer to the Education Guide if needed, it will go into detail as to what needs to be discussed with parents at each visit.


2. **If a child enrolls after the date (below), he/she will need to be added to Teaching Strategies Gold on the first day of the NEXT checkpoint season:**

Fall: September 14th- This child will not need to be added to TSG until November 30th.

Winter: December 11th- This child will not need to be added to TSG until February 16th.

Spring: April 29th- This child will not need to be added to TSG until he/she returns next fall season.

3. Please be sure to complete your Interrater Reliability Certification. Interrater Reliability is an online certification process that gives you an opportunity to evaluate sample child observation notes and compare your ratings with those of Teaching Strategies master raters. **This is a**



requirement that must be completed before doing assessments on children. For New Staff, I will send you an email with your login information and explaining the process. For staff that are returning, as you know, I will send you an email reminding you of when your certification will be expiring so that you have time to complete the certification process.

Facebook

Your team manager should send you an email at the beginning of the school year informing you that they have been assigned your classroom for the year. Once you have created your facebook group/ google classroom, please be sure to add this person to the group. Also keep in mind when posting on your Facebook groups; wishing happy birthdays to some children and not others, or congratulating children on accomplishments they have made can be triggering to parents/children if not consistent across the board. We encourage you to post your lesson plan theme and some information on what you are discussing for the week in your groups. This increases parent engagement with children, they can talk with their child daily about what they have learned.

It is a good idea to post a newsletter or your lesson plan on your facebook group. This lets the parents know what you are covering at school, that way they can ask their child questions about their day, week and carry over the learning.

Updated Policies

Use of Media in the Classroom: Computer time (including Smart Boards and iPads) is limited to no more than 15 minutes per day, per child. The only exception will be when a child with a disability has an IEP plan that specifically calls for additional time involving technology devices. The 15 minute daily limit for the Smart Board does not include instances when the

teacher uses the board with the entire group for learning experiences, dance/music/exercise, or storytelling.

Parent Consent of Child Release: In the old policy, when a parent called the center and asked that her child be released to a person that is not on COPA as a “release to” individual, the staff would need to ask the parent to confirm his/her identity by answering 2 questions: Child DOB and Child SS#. This policy has been changed because we do not gather child SS#s and the staff would not be able to verify the parent’s answer to that question. The policy now requires the parent to answer the following 2 questions: Child DOB and Parent DOB.

Record Review


Information regarding Assessments:

There were several findings during record review regarding the Brigance and Dial 4. Please be sure that you are not using white out or a pencil when completing these items, IT MUST BE COMPLETED IN PEN. Make sure all screenings that are completed, are in the child's folder as well as on COPA.

All information should match.

When completing the Brigance, make sure the information in Part A at the top of the form is completed. Be sure to pay attention to the instructions. Make sure that you are circling the items the child gets correct and marking a slash through incorrect items. If the instructions state to stop after 3 incorrect responses in a row, be sure that you do so. Pay attention to your math when scoring and be sure to use a calculator. On Item 11C, make sure that you are only giving credit for one assessment, reading Uppercase letter or lowercase letters. Make sure if they are Below Average, you are writing Rescreen in the (Item E:Next Steps) section on the form and completing the rescreen within 30 days. The Total Brigance score should be noted under Item E: Next Steps (ie. Above Average, Average, Below Average.) If CNT, the form should be blank other than information completed in section A. It should be noted under Item D, CNT and why.

BRIGANCE® Screen III Four-Year-Old Child Data Sheet



A. Child's Name John Doe Date of Screening 22 09 02 School/Program BSACAP
 Parent(s)/Caregiver(s) Sally Doe Birth Date 13 01 23 Teacher Jennifer Smith
 Address 111 Main St., Paintsville, KY 41240 Age 4 7 9 Examiner Jennifer Smith


B. Core Assessments		C. Scoring		
Page	Domain	Discontinue	Number Correct × Point Value for Each	Child's Score
19	Academic/Cognitive 1B Knows Personal Information Knows: 1. First name 2. Last name 3. Age 4. Street address	Stop after 3 incorrect responses in a row.	___ × 2.5	___/10
20	Language Development 2B Names Colors Names: 1. blue 2. green 3. yellow 4. red 5. orange 6. pink 7. black 8. purple 9. white 10. brown	Stop after 3 incorrect responses in a row.	___ × 1	___/10
22	Language Development 3B Identifies Pictures by Naming Names: 1. scissors 2. duck 3. snake 4. wagon 5. ladder 6. leaf 7. owl 8. nail	Stop after 3 incorrect responses in a row.	___ × 1	___/8
23	Academic/Cognitive: Literacy 4B Visual Discrimination—Forms and Uppercase Letters 1. ○ 2. □ 3. ○ 4. ○ 5. > 6. O 7. I 8. P 9. V 10. X	Stop after 5 incorrect responses in a row.	___ × 1	___/10
24	Physical Development 5B Visual Motor Skills Draws: 1. a circle 2. a plus sign 3. an X 4. a square 5. a rectangle	Stop after 3 skills not demonstrated in a row.	___ × 2	___/10
26	Physical Development 6B Gross Motor Skills 1. Walks forward heel-to-toe five steps 2. Hops five hops on preferred foot 3. Hops five hops on other foot 4. Stands on one foot for ten seconds 5. Stands on other foot for ten seconds	Administer all items.	___ × 1	___/5
28	Language Development 7B Names Parts of the Body Names: 1. stomach 2. neck 3. back 4. knees 5. thumbs 6. fingernails	Stop after 3 incorrect responses in a row.	___ × 2	___/12
29	Language Development 8B Follows Verbal Directions Follows: 1. two-step directions 2. three-step directions	Stop after 2 incorrect responses for 1 item.	___ × 4	___/8
31	Academic/Cognitive: Mathematics 9B Counts by Rote Counts to: 1 2 3 4 5 6 7 8 9 10	Stop after the first error.	___ × 0.5	___/5
32	Academic/Cognitive: Mathematics 10B Recognizes Quantities Recognizes and names quantities of: 1. three 2. five 3. eight	Stop after 2 incorrect responses.	___ × 4	___/12
33	Language Development 11B Verbal Fluency and Articulation 1. Uses sentences of at least three words 2. At least 90% of speech is intelligible	Administer both items.	___ × 5	___/10
			Total Score = ___/100	

D. Notes/Observations: CNT- child is non-verbal. Cannot test at this time.

E. Next Steps: Re-screen in 30 days

COPY 1

When completing the Dial 4, please make sure that you have the child's name, test date, birth date and age filled out. Be sure to input the Dial 4 total score and mark if potential delay or OK. Be sure to follow instructions and pay attention when to complete sections as some are only to be completed if a child is 4 or 5 years old. Be sure to circle the correct answer for the items to reflect the score you have totaled. Double check your math at the end that it reflects each item. On Item 4A, be sure to read instructions when completing. Ex. In order for the child to receive a score of 1, they would have to say in sequence the alphabet up to O. For Item 6, be sure to write in the child response if you have scored number 1 or 2. (See attached for example.)



-All information inputted on COPA should match the paper copies that we look at in the child folders. Be sure that the dates match, conference participants, screening dates, screening results, etc. IEP dates should be reflected on COPA as well and should be the same category that is showing on the child's IEP.

-Be sure when you are transferring the screening results onto the Screening Result page, that you are writing the information correctly. The information on the screening results page, should be exactly what is on the screenings as well as COPA. All screenings listed on this page should be on COPA as well as in the child folder. **All information should match.**

CLASS

Remember to continue your day and lesson just like you normally would if and when you are being observed. They are looking at the overall environment and experience of the children in the learning setting. Both you and your co-teacher are responsible for what is happening in the learning setting. They are looking at how you are interacting with the children and how they are interacting with each other. How you respond to the children, how the children respond to each other and how effective the interactions are. Remember to communicate the rules frequently and enforce them. Keep the rules short and simple. Be specific and monitor the behavior you want to see. Ask those prompting questions, make suggestions and demonstrate. Remember to use self-talk and parallel talk. Self-talk is when you are narrating your own actions. Example: " I am opening the bag of cotton balls and placing them on the table." Parallel talk is when you are provided language for children's actions. Example; " You're playing with the blocks. You're working hard to build a large tower." Be sure that we are engaging in conversations at meal time-family style dining.

(See attached for some tips)



Reminders:

- Please remember that children are to wear their shoes at all times. This is a safety issue.
- Please be sure that you complete your playground/gross motor checklist PRIOR to children entering the playground or gym. This should even when you are having gross motor time in the gym.
- Be sure to complete the arrival- departure sheet upon childrens arrival in the classroom. You will write the name of who is picking up the child in the pick up box provided at pick up.
- Be sure that you have all screenings and forms in the child's folders. Any screening that is showing on COPA should be in the child's folder. Likewise, any screening in the child's folder should be on COPA.
- The Teacher Questionnaire should not be completed prior to the 14 day timeline.
- Be sure that you mark YES or NO on the field trip forms. Have an emergency phone number listed on the forms. Please make sure that you have a parent/guardian signature.
- When sending family projects home for completion, please do not refer to these as homework. Also do not give prizes or rewards to those children that bring these projects back completed. These are to only be counted 1 hour maximum each week.