
2024-2025 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.

Be sure that you are including the gross motor activities on the lesson plan as well as following these daily. Example: Week 2 Lesson Plan *All About Me* Mondays gross motor activity is Friend Relay. The children would find a friend, hold hands, and run one lap around the playground. After they get to the beginning another set of friends will start making a lap.

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.

Keep in mind Grantee staff will be checking your lesson plan during visits to ensure that you are completing all activities including gross motor activities listed on your lesson plan.

Daily Schedule

Please submit your classroom daily schedule to your Director/ Education Manager. Please submit your schedules prior to school beginning to your team manager, 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.

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. You should not be completing Education Home Visits nor Parent Teacher conferences on field trips. 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. The child will remain on the regular 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 Floyd to Johnson. 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 a minimum of 30 minutes in duration.

-All information should match!

Setting Up the Physical Environment


Please make sure you have all of the Required Classroom Display posted in your classroom. **Classroom Display Requirements** can be found on the BSACAP Head Start Website under **FORMS and Education/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. **Make sure that centers are positioned away from regular foot traffic. Example: Entrance in the classroom should not pass through a learning center.**

Be sure that you have writing materials for children to use throughout the learning centers. Refer to Setting Up Physical Environment Policy for more information.



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.

**** See Setting Up the Physical Environment Policy attached**

Fairness Chart

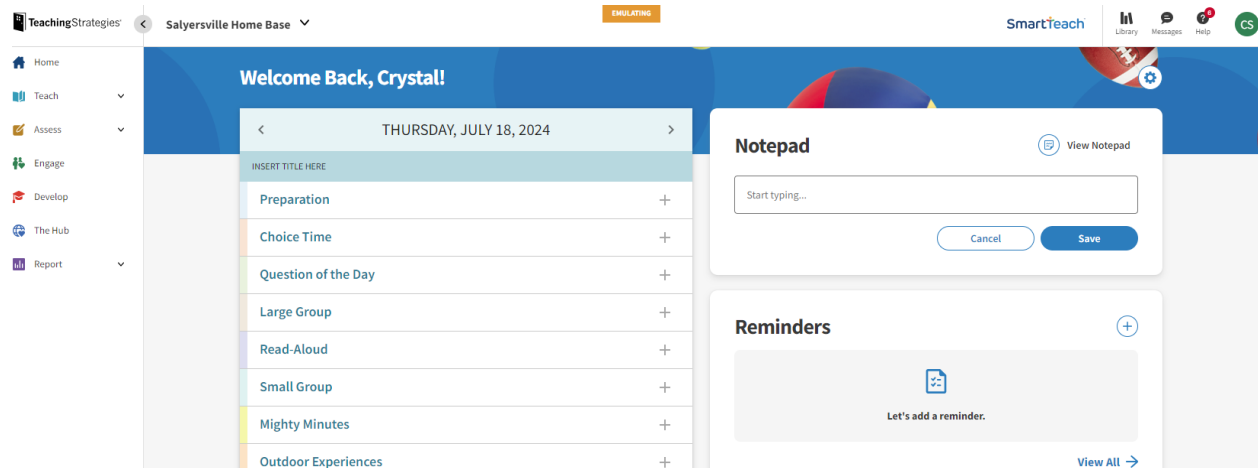
There must be a fairness chart located somewhere in the classroom identifying how children are appropriately transitioned between activities. It will likely identify children by a letter, number, shape, animal, etc that has been placed on their assigned table. The tables should be fairly rotated so that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

Behavior Management

Each Program is required to utilize a Behavior Management System in each classroom. This can be a tree (made out of bulletin board paper) with birds (with children’s individual names on them) that start out each day on the branches of the tree. As you see them not making good choices they would fall off the tree limb. The bird’s would then come back off the ground onto the limb as you catch children following classroom rules, listening rules, using manners, etc.. ***Please remember that you will not leave a child at the bottom of the tree or if you have to move them down for any reason for a long period of time. These Behavior Management Systems are meant to be used in a positive manner. You will be able to find something positive to see in every child throughout the day. The main thing is to be consistent, (explaining the rules and your expectations to the children) and to use your Behavior Management System every day.***

TSG- Smart Teach

Teaching Strategies GOLD is now SmartTeach. When you login you will still use your same login information. Your dashboard will appear different than before but the assessments and notes will still be completed the same. I have attached a screenshot below of the dashboard after you login.



As you see to the left are your options for Assess, Develop and Reports.

If there is a child in your classroom that has an IEP, this information has to be included 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.

****If a child gets an IEP in the middle of the school year, please log into your TSG account and update this information so that it pulls correctly when you are inputting observation notes for your assessments.**

Below you will see step by step how to enter this information on TSG.

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	SOCIAL-EMOTIONAL 1-3 ^
9/27/2022 	1. Regulates own emotions and behaviors ^
FAMILY OBSERVATION 	a. Manages feelings <input type="checkbox"/>
NOTE	b. Follows limits and expectations <input type="checkbox"/>
Add Note	c. Takes care of own needs appropriately <input type="checkbox"/>
	c1. Eating and drinking <input type="checkbox"/>
	c2. Toileting and personal hygiene <input type="checkbox"/>
	c3. Dressing <input type="checkbox"/>
	c4. Personal safety <input type="checkbox"/>
	2. Establishes and sustains positive relationships ^
	a. Forms relationships with adults <input type="checkbox"/>
	b. Responds to emotional cues <input type="checkbox"/>
	c. Interacts with peers <input type="checkbox"/>
	d. Makes friends <input type="checkbox"/>
	3. Participates cooperatively and constructively in group situations ^
	a. Balances needs and rights of self and others <input type="checkbox"/>
B I U 	

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 Reminders:

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. **We are giving the parents a choice to choose between the four activities so they have input in making a decision regarding their child(ren)'s academic wellbeing.** You can refer to the Education Guide if needed as 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: November 1- This child will not need to be added to TSG until Dec 1st.

Winter: Feb 1- This child will not need to be added to TSG until March 1st.

Spring: May1 - 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. This will be completed under the Develop tab, with Quorum. Be sure that you login to Quorum through TSG and not through Quorum directly to be able to access your test. 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 returning staff, 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 to 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, and they can ask their child questions about their day, week and carry over the learning.

Keep Out of Reach of Children

Be sure that items labeled “Keep Out of Reach of Children” are kept in a locked cabinet at all times when not being used under supervision of staff. These items include baby wipes, toothpaste, hand soap, hand sanitizer, shaving cream, etc.

Other important reminders:

- Please be sure that you complete your playground/gross motor checklist PRIOR to children entering the playground or gym. This should even be completed when you are having gross motor time in the gym.
- Be sure to complete the arrival- departure sheet upon children’s arrival in the classroom. You will write the name of who is picking up the child in the pickup 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.