Early Childhood Education (ECE) Program

Five (5) ECE programs are located within the cooperative. Classrooms are located within district buildings.

The ECE programs are half-day programs with both an a.m. and a p.m. session. These programs utilize the High Scope Curriculum. The focus is on child-directed learning, active learning, interested-based learning, and intentional teaching of IEP goals and objectives and standards-based skills. Adults facilitate language and learning. The children are encouraged to plan or choose what they would like to do in work areas then to review what they did during the work time. Each child has an Individualized Education Plan (IEP). The curriculum is based upon Key Developmental Indicators (KDIs) and are 58 skills organized under the five content areas of: Approaches to Learning; Language, Literacy, and Communication; Social and Emotional Development; Physical Development, Health, and Well-Being; and Arts and Sciences.

A typical ECE day is based upon the following routine: Greeting Time, Planning Time, Work Time, Cleanup Time, Recall Time, Snack Time, Small-Group Time, Large Group Time, and Outside Time. Throughout the daily routine, developmentally-appropriate and standards-based activities are provided within the work or interest areas. Common "work" or interest areas are the following: Block, Writing, House, Toy, Art, Book, and Computer.

Additional curriculum implemented within the classroom is Numbers Plus, Promoting Awareness of Speech Sounds (PASS), Second Step (Social Skills), and Handwriting without Tears.

The ECE teacher works closely with primary-and related-service providers, such as the speech-language pathologist, occupational therapist, psychologist, physical therapist, hearing impaired teacher, or vision teacher. Individual progress on I.E.P. goals and objectives is monitored through on-going tracking. The Preschool Child Observation Record (COR), ISTEEP, along with Individual Growth and Developmental Indicators (IGDI) will be utilized to assess skill areas. The teacher and other service providers will complete and send home a Quarterly Progress Report for each quarter. These reports will be sent home on the same schedule as the District sends home grade cards. An annual review meeting will be conducted to review your child's progress on individual goals and objectives then to determine goals and objectives for the next IEP cycle (one year).

Welcome to Early Childhood!

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The High/Scope Curriculum is implemented within the Early Childhood Programs. As your child enters the Early Childhood program, he or she will engage in activities to assist him or her in learning the structure of the curriculum   Emphasis is placed upon literacy and language. Children's individual goals and objectives will be targeted and worked on throughout the daily routine. Below is a description of High/Scope and its daily routine. If you have any questions, please do not hesitate to ask.

- **Greeting Time:** The children will hang up their bookbags then meet as a large group to "read" books, sing the greeting song, "read" and talk about messages on the message board, and look at the daily job chart. New materials and vocabulary will be introduced at this time. The current date will be reinforced using the calendar.

- **Planning Time**: Children are divided into two groups to plan what they will do during their work time. A variety of individualized communication and other strategies are utilized during this time to encourage meaningful planning (choosing interests/areas/activities in which to work).

- **Work Time**: Children initiate and carry out the choices that they made during planning time. The purpose of this time is to interact with adults, peers, and materials located within the areas of the classroom. The goal is communication of choices then eventual communication of a more detailed plan (what they will do with the material or activity, etc.), moving beyond the act of making the choice only. This is an excellent time for observing and tracking IEP goals, including intentional teaching of targeted goals and objectives using the interest areas, materials, and activities of the child. Anecodotal notes are taken during this time to determine skills and progress.

- **Cleanup Time**: This time is used to target learning skills and concepts, not just to clean up materials and areas. Classification, Sorting, matching, seriation, and problem-solving are skills that are worked on during this time as the adults in the room facilitate this process.

- **Review Time**: The children will use a variety of communication tools (actual objects, creations, visual pictures, etc.) to "share" what they did during work time. This is done in the same small group. This time helps children make the connection with the plan they formulated and the actual plan. This is a wonderful opportunity for increasing language and more concrete comprehension!

- **Snack/Meal Time**: Emphasis during this time is for conversation and sharing responsibility in independent functioning skills such as passing out napkins, cups, and milk and throwing away trash/dumping trays and wiping off the table..

- **Large-Group Time:**   All children meet as a whole-group and actively participate in an activity that is initiated by the teacher. Activities include songs, music and movement, and special projects. This time is important for socialization through music and movement and other activities.

- **Small-Group Time:** Activities are teacher initiated based upon the interests of the children and IEP goals. New materials may be introduced during this time. Activities targeted during this time are intentional and individualized for the participants within the small group and group as a whole.

Other Components of the High/Scope Curriculum:

- Active Learning based upon child initiative and the 58 key developmental indicators within 5 content areas: 1. Approaches to Learning 2. Language, Literacy, and Communication 3. Social and Emotional Development 4. Physical Development, Health, and Well-Being 5. Arts and Sciences.
- Adult-Child Interaction
- Learning Environment which is structured and consistent with specific areas, labeled materials, and storage which encourage independence.
- Daily Routine
- Assessment based upon anecdotal observations (Child Observation Record) , literacy skill progress (Get It, Got It, Go), and early math skills (I-STEEP)
- (PASS) Promoting Awareness of Speech Sounds is the Early Literacy Curriculum
- Numbers Plus is the Early Math Skills Curriculum
- Handwriting without Tears is the Early Readiness and Writing Curriculum
- Second Step is the Social Skills Curriculum
- Daily adult planning will facilitate interest-based, intentional teaching opportunities and setting up the environment and planning activities to facilitate development and progress in all areas.