

# Preschool Curriculum and Educational Programming Guidance



## Introduction

Preschool programs are required to implement research-based education programming which is aligned to the Oregon Early Learning and Kindergarten Guidelines. Educational programming should include, but is not limited to:

- Established routines,
- Intentional environments that are developmentally appropriate,
- Culturally responsive child experiences, and
- Scaffolding supports designed to sequence learning of new concepts and skills.

In order to promote high quality learning, grantees offering Preschool are expected to implement a curriculum to fidelity. The curriculum is intentionally planned and refined using authentic assessment data that enables an understanding of individual student learning. All curricula must build on students' interests, explore topics that are relevant to the school community, embrace students' home culture, meet the needs of linguistically diverse learners, and be designed to provide specialized and individualized instruction for children with a disability.

## Curriculum

The curriculum must:

- Be in alignment with [Oregon's Early Learning and Kindergarten Guidelines](#)
- Be based on theory and research
- Be culturally and linguistic responsive
- Produce positive child outcomes
- Balance adult-directed and child-initiated activities
- Specify outcomes for key areas of development
- Include content areas of math, science, literacy, social studies
- Support positive adult-child interactions.

## What does this look like in practice?

Grantees are encouraged to develop educational plans that build on the interest of the children, are open-ended, encourage curiosity, empathy and cultural understanding, and are play based. Grantees are encouraged to avoid learning activities based on rote learning, such as flashcards, coloring books and worksheets.

- The curriculum includes what is taught in a wide range of planned and unplanned experiences throughout the program day. For example, teachers plan learning centers, teacher-initiated small group activities, large group activities (e.g. circle time or morning meeting) and interactive read-alouds. Teachers also facilitate learning through spontaneous and responsive interactions in learning centers, outdoors, or during routines.

- The curriculum promotes children's active engagement and exploration through first-hand, multi-sensory experiences.
- The curriculum emphasizes play-based learning, including opportunities for learning through free play, child directed play experiences with some adult guidance and scaffolding toward learning objectives, and teacher-directed playful experiences.
- The curriculum includes intentional teaching of concepts in language, literacy, math, science and social studies, in integrated ways through authentic experiences and play, emphasizing understanding (versus rote instruction and basic skill development). The curriculum may incorporate projects or studies that help children develop a deeper understanding of concepts and make connections across content areas.
- The curriculum promotes the active engagement of families in order to connect and extend learning opportunities across home and school.
- The curriculum is culturally relevant and responsive, reflects the cultures of children enrolled, incorporates their cultural assets, and focuses on the daily lives of families in the community, rather than only holidays, celebrations, or people far away.
- The curriculum promotes positive individual and group identity development, fosters respect and value for diversity; avoids and counters prejudices, biases or stereotypes.
- The curriculum supports the ongoing development of children's home language as well as their English language acquisition (Dual or multi-language Learners).
- The curriculum supports individualized instruction for children with a range of abilities and includes methods for inclusion of children with disabilities.
- The program ensures the curriculum is implemented with integrity and effectively adapted to be relevant and responsive to children's culture, language, strengths, interests and needs, while maintaining the fidelity to the curriculum goals, components, and teaching strategies.
- Teaching staff use child observations, developmental assessment data, and information from families to inform curriculum plans.

### **The program supports effective curriculum implementation by:**

- Ensuring teaching staff have training in the curriculum
- Monitoring curriculum implementation for fidelity or consistency of implementation within the curriculum model
- Providing teaching staff guidance, feedback and support
- Providing opportunities for teaching staff to collaborate within and across classrooms/programs to reflect and plan for curriculum and instruction

## Curriculum Selection

Please use the following questions to assess if the curriculum meets the requirements:

- ☐ 1. Is there educational theory and research documenting the curriculum's likelihood of producing positive child outcomes?

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- ☐ 2. Is there documentation demonstrating alignment between the curricula and the Oregon Early Learning and Kindergarten Guidelines. Specifically, how will the following domains (and corresponding sub-domains) be supported:
  - a. English Language Development/Supports for Dual Language Learners
  - b. Language Development/ Literacy Knowledge and Skills
  - c. Mathematics and Science Knowledge and Skills
  - d. Approaches to Learning

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- ☐ 4. Does this curriculum support play-based learning, adult-child interactions, a balance of child-initiated and teacher-led activities and allow for teaching staff to differentiate instruction to better scaffold a child's learning?

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- ☐ 5. Does this curriculum support inclusion of all children, regardless of developmental progress, language mastery, or disability? Does the requested curriculum support use of screening and assessment data, as well as explore topics of student interest and relevant to the school community, in the program's curriculum planning and activities?

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- ☐ 6. Does this curriculum promote positive individual and group identity development, foster respect and value for diversity, avoid and counter prejudices, biases and stereotypes in the curriculum activities? How will the implementation of this curriculum embrace each student's home culture?