



Section 2:
**Year “At A
Glance” &
Shared
Classroom
Responsibilities**

June

- € Period 3 of COR Advantage closes
- € Print the Summary Reports from COR Advantage for the Portfolios, adding “Description of Individuality”.
- € TCRS due on COMET
- € Send home monthly newsletter
- € Portfolios must be completed and turned in after the attendance has been added and the parent has signed the Summary Report.
- € Schedule Parent Conference
- € Inventory Building Blocks Instruments
- € Inventory HighScope Curriculum Books

Classroom Check List

Items may vary depending on your site

September

Classroom environment

- € Label shelves and cubbies
- € Clean cots and assign children their cot
- € Conflict poster in room
- € Daily Routine schedule with pictures for the children
- € Daily Schedule for adults
- € Room Set up and Closing List for paras
- € Create Name Tags using letter links
- € Area Signs posted
- € Make up Small Group lists and post

Professional Responsibility

- € Sub folder done
- € Put up Medical Alert sign
- € Have Emergency Contact Folder and a card for each child
- € Provide School Office with your daily Schedule
- € Process Drops
- € EPK: Use HighScope Lesson Plans for the First 30 Days as your Curriculum
- € UPK: Use Scope and Sequence Session 1 for ELA and Math as your Curriculum
- € Set up your Parent Contact Log

Family Outreach

- € Send HighScope Daily Routine Book to Parents, page 18 of the Lesson Plans for the First 30 Days – if applicable, connect with your Adult Family Educator around this piece going home
- € Send home monthly newsletter

Assessments

- € Set up Portfolio Folders
- € Enter students into COR Advantage
- € Begin Brigance-Notify EC Director of any non-English speaking children for a translator
- € Register for RECAP trainings at Children's Institute

October

- € TCRS opens on COMET
- € RCSD District Staff: Enter Professional goals on People Soft
- € Schedule Parent Conference (if applicable)
- € UPK: Begin Session 2 ELA and Math Scope and Sequence
- € UPK- Portfolio Piece: Draw-a-Person and Writing Sample
- € Send home monthly newsletter

November

- € Period 1 for COR advantage closes, Period 2 begins
- € TCRS must be completed on COMET
- € Print Developmental Range Reports
- € Send home monthly newsletter

December

- € UPK: Session 3 for ELA and Math Scope and Sequence Begins
- € Brigance Screening for students who started in September must be completed and entered on COMET. Throughout the school year, continue to screen all new students and enter their scores on COMET
- € Send home monthly newsletter
- € Create/Update your RCSD website classroom page

January

- € Send home monthly newsletter
- € Do the Brigance screening on any new student

February

- € Send home monthly newsletter
- € UPK: Begin Session 4 of the ELA Scope and Sequence
- € Do the Brigance screening on any new student

March

- € Period 2 of COR Advantage Closes and Period 3 opens
- € RCSD staff-complete your instructional supply orders and submit spring field trips
- € Send home monthly newsletter
- € UPK-Portfolio Piece: Response to Literature
- € Do the Brigance screening on any new student

April

- € Send home monthly newsletter
- € Do the Brigance screening on any new student

May

- € TCRS opens on COMET
- € Send home monthly newsletter
- € UPK and EPK-Portfolio Piece: Draw a Person and Writing Sample
- € Do the Brigance screening on any new student

Pre-K Classroom Shared Responsibilities

Before School

- Wipe down tables with sanitizer
- Get breakfast
- Set up breakfast
- Review the small group , large group, planning and recall lesson objectives with the teacher
- Prepare materials for your small group, large group, planning and recall time
- As a team check to make sure all the areas have materials and are ready for children, example are their paints at the easel, are there collage materials, are pencils in the writing area sharpened, is the water table clean and ready for the children to fill

Breakfast/ Lunch time

- Sit at table with children
- Help children with breakfast
- Encourage self-independence but give help when needed
- Engage in conversation with children

After breakfast/Lunch

- Wipe down tables with sanitizer
- Sweep floor
- Join the next part of the day

Book Time

- Read with children on the carpet (puzzle)
- Sit on floor

Greeting Time

- Greet children and parents by names as they arrive
- Support the group if the teacher needs to speak with a parent
- Move to child/children who need some assistance

Large Group

- Actively Participate in large group/ singing-dancing
- Continue large group if teacher is called away or needed in any situation
- Move to child/children who needs assistance

Small Group

- Introduce activity
- Move from child to child observing their work. Be ready to share what you notice with the teacher in support of COR Note taking
- Ask questions to help children see new possibilities
- Encourage peer-to-peer interaction

Planning/Recall Time

- Adult positioned their body at children physical level
- Have strategy for that day's planning and recall
- Talk individually with each child, asking open ended questions or supporting children with a non-verbal means of communication
- Watch to see which children need assistance

Outside Time/Work Time

- Observe children
- Adults offer children comfort and contact
- Work with children at their physical level

- Assist children who needs help
- Support children's play by being a partner in play
- Help children extend their play, using higher level vocabulary, asking questions or suggesting adding a new material to play
- Refer children to each other if problems with materials arise
- Adults participates in children play
- Adults encourage children problem solving
- Talk with children about what they are doing

Rest Time

- Get cots
- Get blankets
- Support children who may have difficulty resting. Rubbing backs etc.

End of Day

- Wipe down tables
- Tidy the centers , Check the block shelves to make sure things are neatly stacked for next day
- Sweep/ vacuum
- Set up for next day
- Reflect on the day with team

Life Skill

- Toileting, hand washing, tying shoes, blowing/wiping noses

MW/2019

House Area

What will children do?

- Have opportunities for creative work using language, trying out different roles and solving problems.
- Use math to count and match sets of plates, spoons, and cups.
- Develop small muscles of hands as they button doll clothes and fold blankets.
- Learn about families, helping and sharing

What will I do?

- Be a guest in the "House Area"
- Show children how to bathe a baby or set the table.
- Offer to be a store keeper.
- Help children count, talk, and "make" and serve food
- Encourage children to solve problems

Block Area

What will children do?

- Learn about shapes, sizes, and weights.
- Create structures that reenact their experiences.
- Learn the importance of cooperation by sharing and working together as a team.
- Practice counting, sorting, and other math concepts.
- Match shapes at clean-up.

What will I do?

- Ask children to help you build a structure.
- Talk about the building. How many blocks do we need? Which block is best? What would happen if...?
- Help the children to respect others buildings. Ask before adding to the structure or knocking it one down.

Water Table

What will children do?

- Develop eye-hand coordination as they pour and measure.
- Develop small muscles.
- Cooperate by taking turns with their peers.
- Learn about the properties of water.

What will I do?

- Help children build vocabulary with such words as wash, pour, half-full, overflowing, empty, more than, and less than.
- Ask questions to help children discover such concepts as floating/sinking, bubbles, color, hot/cold.

Art Area

What will children do?

- Learn to express themselves.
- Strengthen their ability to imagine, to observe, to plan and to explore.
- Learn that mistakes are part of learning.
- Develop muscle control needed for writing.
- Explore shapes, colors, and textures.
- Add words to their vocabulary.

What will I do?

- Ask the children, "Tell me about your picture."
- Ask the child if you record their words on their picture or a different piece of paper. Read it back to them.
- Encourage the child to sign his/her name on their pictures at their current stage of writing development.
- Ask children to talk about the colors/shapes they used and/or how the materials felt.

Book Area

What will children do?

- Grow in their love of books and reading.
- Learn new words and meanings.
- Be exposed to new ideas and events.
- Learn that they too can be authors and illustrators.
- Understand that print carries meaning.

What will I do?

- Ask the children to tell you about the pictures.
- Ask if they would like you to read to them and let them select the book.
- Ask the child "What happen next?"
- Make reading a warm and sharing time.
- Let the children interrupt with questions.
- Let the child guess the ending.

All Areas

What will children do?

- Learn to observe.
- Expand vocabulary.
- Learn to Problem Solve.
- Explore materials.
- Use their imagination.
- Learn new ways to express themselves.
- Learn to join other's play.

What will I do?

- Ask children about their ideas and what they plan to do.
- Help children solve problems.
- Encourage children by noticing their ideas and exploration.
- Support children's interactions with their peer

Science Area

Writing area

Music area

Sand table

Toy area

What will I do?

Ask the child " how many did they use?"

Tell me about the pattern you made. (color,shape)

Show/tell me how you put those together

How could you change this so it doesn't fall over next time

What should we build

How can we build it

I wonder what would happen if...

New Teacher Substitute Folder

Items that belong in the folder

- Name tags with letter link
- Class list
- Names of children in each Small Group
- Generic Lesson Plan for small groups
- Daily Schedule, Including when staff takes their breaks
- School Emergency Evacuation Plans
- Any Classroom Health Alerts
- Instructions for daily classroom set up and clean-up
- Directions where to find the Children's Emergency Cards with release information
- Schedule of any children receiving IEP services
- Phone numbers for the School Office, Nurse, Custodian, School Security, Cafeteria and Peer Consultant
- Attendance Check list with instruction to take it to school office by required time
- Meal instructions (i.e. will it be delivered or does someone need to pick it up, how is trash handled)