Inclusive Preschool Classroom Guide
A collaboration between San Diego Unified School District and Early Childhood Associates

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Introduction

This guide has been developed after one and half years of training and discussion with Special Education Early Childhood Teachers (SEEC), and Early Childhood Associates on best practices for teaching in inclusive preschool settings. The purpose of the guide is to assist current and future co-teaching teams as they develop and implement inclusive preschool practices within San Diego Unified School District.

This group of dedicated educators has worked very hard to provide an inclusive classroom environment with high quality instruction that is student and family centered, creative, fun, and that meets the California Department of Education Preschool Foundations.

The road has not always been smooth on this journey. Each team has met up with a few bumps along the way. Learning to stop and listen to one another has been a very important step. Having a common language was important—we always had the same goals, but were not always expressing it the same way. This made for some tense moments; however a little give and take and communication, and we found that we could overcome any obstacle to ensure a quality education for all students.

Learning and negotiating the rules and regulations of the two systems (Early Childhood Education (ECE) and Special Education Early Childhood (SEEC) also proved to be a bumpy road at times. Between California State Department of Education regulations, and California Community Care Licensing regulations, IEP mandates, ECE requirements, SEEC requirements, there were many opportunities to learn and problem solve how to make the two programs work as one for students and families.

We hope that this guide will assist current and future teams along their journey in implementing quality inclusive education to preschool students.
School Site Administration Roles and Responsibilities

The role of the Site Administrator is crucial to the success of the transition to an inclusive preschool model. Site Administrators set the stage for the classes, teams, students, and families. They decide where the classes will be housed, meeting all state licensing requirements, obtaining needed materials and equipment, staffing, developing memorandums of understanding (MOU’s) if needed and supporting the spirit of the inclusive classroom.

Inclusion Implementation Guidelines (adapted from Inclusion Collaborative)

- Begin dialogue about inclusion with staff, identify resources, partners
- Develop joint philosophy statement for inclusive preschool
- Identify potential staff and site/s, assess site readiness
- Identify potential children, equipment needs, accessibility issues
- Conduct parent meetings
- Determine model of inclusion
- Provide staff training
- Review licensing guidelines
- Determine teams, provide opportunity for co-teaching team to meet and plan prior to start of school year
- On-going-regularly scheduled meetings to discuss successes and challenges, ensure program changes reflect the needs of children, families, and staff, modify environment, routines, activities and materials as needed, staff collaboration, roles clearly defined, and program evaluation
Teacher, Co-Teacher Roles and Responsibilities

Insert Venn Diagram
Special Education Teacher Responsibilities

- Specialized Academic Instruction-Implement IEP Goals and monitor progress
- Create and make materials
- Make recommendations, model, demonstrate intervention strategies for all staff
- Development of Behavioral Intervention Plans
- Observe, identify, and implement modifications and adaptations
- Complete DRDP Access
- Collaborate with Related Service Providers
- Coordinate Transportation
- Coordinate Adaptive Equipment Needs
- Foster positive peer and staff relationships

General Education Teacher Responsibilities

- Ensures lesson plans meet ECE guidelines
- Completes ECE attendance, paperwork
- Ensures CCL requirements are met
- Ensures ECE curriculum guidelines are met
- Develop and implement activities for a wide range of abilities and learning styles
- Include children with special needs a participating members of class
- Foster positive peer and staff relationships
- Provide a consistent predictable classroom schedule

Co-Teaching Team Responsibilities

- Collaboration
- Classroom Management
- Instruction
- Safety
- Social/Emotional Support
- Flexibility
- Lesson Planning
- Classroom Arrangement
- Family Communication
- Relationship Building
• Language Support
• Scheduling
• IEP development and implementation
• Problem Solving

Paraprofessional Responsibilities

• Special Education Technicians (SET’s) provide toileting/diapering support, are responsible for implementation of student IEP’s under the supervision of a teacher

• Special Education Assistants (SEA’s), are responsible for implementation of student IEP’s under the supervision of a teacher

• Early Childhood Education assistants are responsible for instruction and supervision of children

Keys to Sharing Responsibilities

• On-going Communication
• Respect
• Negotiation
• Planning
• Flexibility
• Humor
• Acknowledgement of Strengths and Weaknesses
• Patience
• Shared Vision
• Shared Passion for the children and families
• Self-awareness
• Time-management
• Celebrate Successes


Agencies and Policies that govern General Education and Special Education Preschool Classrooms

Early Childhood Education provides children with the critical foundational skills, strategies, and experiences that promote success in school and beyond.

Research shows that students who participate in high-quality early childhood education programs:

- Engage in more complex activities with peers and materials
- Enter kindergarten with necessary skills for school tasks
- Show greater knowledge of numerical concepts
- Are less often retained or placed in special education classes

Mission

Our programs are based on the belief that in an effective Early Childhood Program:

1. Children learn best in an atmosphere that fosters self-esteem and confidence.
2. Teacher planned and child centered activities designed around language ability, skills and interest levels that integrate social-emotional, cognitive, physical abilities, healthy well being, and home and school.
3. A partnership should be established between our programs, home and community to link the child’s early educational experiences.
4. Each child’s cultural heritage and language is respected and fostered to enhance the child’s self-esteem.

Child Development Centers

1. Assist parents by providing a 12-month educational enrichment program for preschool and school-age children
2. Centers hours of operation vary, with most centers operating from 6:30 a.m. to 5:30 p.m.
3. Parents of participating children must meet income eligibility requirements and must also be employed, in a training program or attending college. Children at risk of abuse or neglect are also eligible
Head Start Collaboration

1. A collaborative between San Diego Unified School District and Neighborhood House Association
2. Federally funded child development program for low-income children and their families
3. Provides a comprehensive, interdisciplinary program to foster development as well as health and social services
4. Each class is staffed by a teacher, an associate teacher, and parent volunteers

School Readiness Preschool Program

1. Provides a preschool program for children ages 3-5 for families living in a targeted area who are not income-eligible for subsidized programs
2. Provides comprehensive support services to children and families such as health, mental health, developmental screenings, behavioral specialist, and speech and language resource teachers
3. Promotes a high quality instructional program with intensive professional development and classroom support through early childhood education resource teachers and kindergarten transition resource teachers

Early Childhood Education (ECE)

Early Childhood Education provides children with the critical foundational skills, strategies, and experiences that promote success in school and beyond.

The Special Education Early Childhood (SEEC)

Preschool Program provides early intervention services to eligible preschool children between the ages of three to five. Coordinated services are provided through a language-based, developmentally appropriate curriculum. Opportunities are available for children with disabilities to interact and participate in activities with typically developing preschool peers. Students may receive service in community preschools such as Head Start, state preschools, child development centers and private preschools.

California Department of Education (CDE)

California will provide a world-class education for all students, from early childhood to adulthood. The Department of Education serves our state by innovating and collaborating with educators, schools, parents, and community partners. Together, as a team, we prepare students to live, work, and thrive in a highly connected world.

Community Care Licensing (CCL)

It is the mission of Community Care Licensing to promote the health, safety, and quality of life of each person in community care through the administration of an effective collaborative regulatory enforcement system.
Early Childhood Environment Rating Scale-Revised (ECERS-R)

The revised ECERS contains inclusive and culturally sensitive indicators for many items. Also, new items have been added on Interaction (staff-child, child-child and discipline), Curriculum (nature/science and math/number) Health & Safety and Parents & Staff.

Scale consists of 43 items organized into 7 subscales:

- Space and Furnishings
- Personal Care Routines
- Language-Reasoning
- Activities
- Interactions
- Program Structure
- Parents and Staff

San Diego Unified Policies and Procedures

Desired Results Developmental Profile (DRDP)

Research show that children who attend high quality preschool programs are more successful in school; have lower dropout rates, and they are better readers. The California Department of Education (CDE), Child Development Division (CDD) has established the Desired Results System to improve program quality in early care and education programs across the state. This profile is administered twice a year to district preschool children.

DRDP-Access

This is the form of the DRDP designed for students with IEP’s.
Inclusion Design Options

Consult Model

A consultation model is provided when a special education teacher regularly provides information and services to an early childhood teaching team regarding assessing, modifying and individualizing the curriculum for children who need it in the classroom setting. A special education aide is often part of the special education consultation team, and works in the classroom during certain times of the daily routine (e.g. large group time) to provide extra support for the individualization of the curriculum activities or for leading a section of the daily routine. The consulting SEEC teacher uses the Head Start Child Development and Early Learning Framework as well as the program's adopted curriculum as the context for making needed modifications so that all the children can participate and learn. A special education teacher attends planning meetings in order to give input to the modification of the curriculum and also develops materials to enhance the individualization experience for children in the classroom. They also may be involved in scheduling the additional specialists who may be providing support at a Head Start site. Usually there are 2-4 children with IEP’s enrolled in a classroom that uses the consult model.

Co-Teaching Model

Co-teaching in one licensed classroom: There are approximately 8 SEEC students and 16 State Pre School students (depending on classroom licensing). There are two co-teachers and 2-3 assistants. Per state mandate a 1:8 (adult to student) ratio must be maintained AT ALL TIMES. One adult other than a teacher may be designated to accompany students having difficulty to a designated “break” area. One assistant may also be designated to take students working on toileting to the restroom/changing area.

The teachers use the SPK curriculum and licensing standards, and both teachers have access to all materials, curriculum, and trainings. Typically, SPK teachers plan lessons according to adopted curriculum and SEEC teachers adapt activities to fit student needs. Regular, established consultation between adults is necessary. Service providers (Speech Therapist, Adapted Physical Education, Physical Therapist, Occupational Therapist, etc.) will push-in or pull-out according to students' needs on a consistent schedule.

Part-Time Inclusion Model

Part Time- SPED Students attend for the same time period each day.

Separate SEEC classroom blends with CDC/SPK for short, 1 hour to 1.5 hour, time periods. Some examples of activities chosen for inclusion time are large group literacy or movement (circle time), small group instruction, and center or child choice time, depending on student needs.

Entire SEEC staff may come with whole class, or Special Education Assistants may bring small groups of students for inclusion. SEEC staff supports students during lessons after some consultation between teachers about lesson objectives and themes. SEEC teachers may adapt lessons with supports like visuals, individual schedules, sensory support per individual student, tangibles, etc. SLPs, OTs, PTs, or APE Teachers provide services outside of inclusion hours.
“Successful integration of children with disabilities cannot occur without the willingness or commitment of a group of people to come together to plan, coordinate, and implement an educational program.”

Four Phases of Team Development

1. Forming
   - Learn roles, rules, expectations
   - Minimal open conflict
   - Develop operating guidelines, or “ground rules”

2. Storming
   - Increased frustration with all aspects of team
   - May experience teaming difficulties
   - “Ground rules” may deteriorate
   - Necessary stage to build team trust

3. Norming
   - Team gains balance
   - Develop standard ways to do routine things
   - Work toward cooperation

4. Performing
   - Team functions with clarity of purpose
   - Process in place for decision making
   - Process for resolving conflicts
   - High levels of trust

A team can cycle through different stages
Elements of Inclusive Teams

Team Members: Everyone that contributes to the success of the inclusion classroom

Planning: Team members must have many opportunities to meet and share, to:

- Share concerns, philosophies, methods, and techniques
- Discuss curriculum and program structure
- Schedule activities (management of classroom)
- Plan for all children
- Review IEP goals and progress

Flexibility: All adults involved must maintain flexibility; all must be willing to make continuous adjustments to the program.

Role Release: Each team member may have to “give up” part of our professional selves to make a child’s inclusion experience work.

Communication: Develop methods of communicating among staff, between staff and families, and administration. Keep administration informed about the program changes, problems, and progress.

Information and Support: Resources, staff, training, materials, and equipment must be available to ensure that teachers have what they need to meet the needs of ALL children in the integrated classroom.

Professional Development: Staff involved in the integration programs will need ongoing professional development to build new skills that may be needed to develop and work in inclusive settings.

Key Components in Productive Teams

- Team goals are as important as individual goals
- The team understands the goals and is committed to achieving them
- The team climate is comfortable, people feel empowered
- Communication is spontaneous and shared among all team members
- Respect, open mindedness, and collaboration are high; members seek win/win solutions and build on each others’ ideas
- Trust replaces fear, people feel comfortable taking risks
- Conflicts and differences of opinion are considered opportunities to explore new ideas
- The team works on improving itself
- Leadership is rotated
- Decisions are made by consensus and have the acceptance and support of all members
Co-Planning/Scheduling

When co-planning there are many questions that need to be addressed and answered in order for the classroom to run smoothly, some examples include:

- How often and when will you meet to plan?
- How will the weekly lesson plan be developed? Who will be responsible for developing the weekly lesson plan?
- How will the activities within the lesson plan be modified to meet the needs of all students?
- Who will lead each section of the daily lesson plan?
- Who is the primary contact with all families?
- How will staff share information with one another?
- How will you monitor all student progress?
- How will you share information regarding IEP goals/DRDP results?
- How will you develop IEP goals, how will you implement IEP goals, how will you ensure that you both can attend IEP meetings?
- How will you prepare your substitute teacher plans?
- How will you attend professional development together, both ECE, and SEEC?
- How will you share notes, hand-outs, information from individual professional development?
- How will classroom paraprofessionals be trained and supported?
Schedule and Lesson Plan Examples

Lindbergh Schweitzer SEEC Full Inclusion/State Preschool
(Ms. Tami Colon & Ms. Phoebe Bishop)

Class Schedule AM

BUSES ARRIVE
   Bathroom/Breakfast

9:15 OPEN DOOR –

9:15 – 9:40 WHOLE GROUP INSTRUCTION (MATH FOCUS)
   Name Recognition/Categories, Calendar/Weather, Classroom jobs,
   Quantity/Counting, Music/Movement

9:40 – 9:50 SMALL GROUP INSTRUCTION (MATH FOCUS)
   Sensory Experiences, Math Concepts, Arts/Crafts Fine Motor Tasks

9:50 – 10:20 PLANNED PHYSICAL DEVELOPMENT
   Playground, Wash Hands/Bathroom

10:20 – 10:50 WHOLE GROUP INSTRUCTION (Literacy Focus)
   Read Aloud & Shared Reading, Dramatic Play, Phonics

10:50 – 11:00 SMALL GROUP INSTRUCTION (Literacy Focus)
   Read Aloud & Shared Reading, Writing Activities, Independent Reading,
   Phonics

11:00 – 11:30 LEARNING CENTERS
   Intentional Play, Math & Literacy Focus

11:30 – 12:15 LUNCH-Cafeteria

12:15 CLASS OVER-buses depart
Dewey State Preschool Schedule and Lesson Plan-Example

8:30- Greeting/Independent Reading
8:40- Whole Group Instruction-Emphasis on Literacy
8:50- Small Group Instruction-Emphasis on Literacy
9:05- Physical Development-Playground
9:40- Whole Group Instruction-Emphasis on Math
9:50- Small Group Instruction-Emphasis on Math
10:05- Centers-student choice
10:50- Music and Movement
11:00- Lunch
11:30- Dismissal
## Thursday

**Morning Opening:** Name Recognition and Attendance  
*O:* Awareness of sound, name and print  
*DR:* #20 Phonological Awareness

**Shared Reading:** "O:* Awareness of print and meaning  
*DR:* #13 Comprehension

**Song:** Days of the Week

**Morning Read Aloud:** Mystery Seeds, I’m Growing

### All Groups
- **Instruction Literacy**  
  - **Journals**
  - **O:** Expression through scribbles  
  - **DR:** #15 Expression of self through language

### Small Group
- **Instruction Literacy**  
  - **Shamrock Letter**
  - **O:** Identifying first letter of their name  
  - **DR:** #21 letter and word knowledge

### All Groups
- **Instruction Literacy**  
  - **Read I’m Growing**
  - **O:** Engage in conversation related to friendship  
  - **DR:** #16 Language in Conversations, #19 Concepts about print

### All Groups
- **Read St. Patrick’s Day Story**
  - **O:** Awareness of facial features  
  - **DR:** #16 Language in Conversations, #19 Concepts about print

### All Groups
- **Share Day**
  - **O:** Expression through language  
  - **DR:** #16 Language in Conversation

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**Patterns in the Environment**

*O:* To notice patterns that appear in the environment  
*DR:* #37 Patterns  
*KR p.86*

### Whole Group
- **Instruction Math/Science**  
  - **9:40am**

### Matching
- **O:** Explore the characteristics of a square, circle, triangle, and rectangle and find its match  
*DR:* #36 shapes, #34 Classification

### Shapes in our environment
- **O:** Exploring Shapes in our environment  
*DR:* #36 Shapes

### Shapes
- **O:** Explore the characteristics of a triangle, square, trapezoid and rhombus  
*DR:* #36 Shapes

### St. Patrick’s Day
- **O:** To notice patterns that appear in the environment  
*DR:* #37 Patterns  
*KR p.86*

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**All Groups**

*O:* The ability to reproduce a pattern  
*DR:* #37 Patterns  
*KR p.86*

### Small Group
- **Instruction Math/Science**  
  - **9:50 am**

### Counting Shamrocks
- **O:** To count shamrocks, and determine amount plus one  
*DR:* #36 Shapes

### Geoboards
- **O:** To make a variety of shapes w/ rubber bands  
*DR:* #36 Shapes

### Picture Shapes
- **O:** Make a picture using only shapes  
*DR:* #36 Shapes

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**O:** Children will the opportunity to develop their gross motor movements and coordination by using their large muscles in a variety of activities.  
*DR:* #38, #39

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**Thursday**

| O: Children will have the opportunity to develop a variety of skills, i.e. taking turns, cooperative play with peers, conflict resolution, shared use of space and materials, etc. through different activities in the classroom. DR: #5, #8, #9, #10, #12 |

<table>
<thead>
<tr>
<th>BINGO</th>
<th>Music and Movement</th>
<th>Wheels on the Bus</th>
<th>Listen and Move</th>
<th>Listen and Move</th>
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<td>O: To follow the movements and directions</td>
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<td>DR: #20</td>
<td>10:50am</td>
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**Friday**

| O: To follow the movements and directions |
| DR: #20 |

Flower, leaves, stem, roots, growing,

- Play counting games (#s 1-5) in a small group setting during center time for 5-10 minutes
- Modify activity goals for students according to their individual needs
- Use visual supports, a variety of manipulatives, and Super Talker

**DLM** = Curriculum, **T.T.B.** = Teacher’s Treasure Book, part of DLM, **KR** = Kathy Richardson, **O** = Objective, **DR** = Desired Result
Lesson Plan Guidelines

- Lesson plans must include the California Preschool Learning Foundations/DRDP, vocabulary that will be taught, learning goals must be followed according to the state standards/foundations (see Dewey example).
- Lesson plans and schedules must be posted in the classroom
- May include the title “Specialized Support” or “Differentiated Instruction” in the lesson plan to specifically address IEP student goals (i.e. tracing their name, expanded core curriculum for visually impaired students)
- Each classroom must include large & small group instruction for both literacy and math.
- For the part time inclusion model where the SEEC class visits the general education preschool class during certain parts of the day. For example during circle time (literacy, music/movement) the special education teacher can bring in a book and some songs related to the theme being studied.

Planning Suggestions

- Establish a day & time to meet weekly
- Meet before and/or after class. Collaborate during the school day if something is not working and be flexible to try something else that works, perhaps back up activities or versions of the activity
- Video chat online from home using Skype or Gmail chat, etc.
- General education teacher plans curriculum and special education teacher responsible for all adaptations
- Lesson plans are written each week by general education teacher and posted in classrooms. Adaptations are written by special education teacher and should be included on lesson plan by child’s first name only
- Given that the classroom is issued only one copy of the curricular materials how will the team ensure that they have access for planning and modification of materials.
- Infused Skills Grid (see form) this is a planning tool to determine where specific IEP goals will be taught within the schedule/lesson.
- Adaptation Notes(see form) this is a planning tool to develop how an activity may be adapted in order for all students to successfully participate and benefit
Classroom Organization/Curriculum

The California Preschool Learning Foundations are the standards for preschools. The California Preschool Learning Foundations outline key knowledge and skills that most children can achieve when provided with the kinds of interactions, instruction, and environments that research has shown to promote early learning and development. The foundations can provide early childhood educators, parents, and the public with a clear understanding of the wide range of knowledge and skills that preschool children typically attain when given the benefits of a high-quality preschool program.

The foundations were developed using an inclusive and deliberative input process, including statewide stakeholder meetings, public input sessions held throughout the state, public hearings, and public comment. Input from the various review opportunities was considered and incorporated as appropriate.

- California Preschool Learning Foundations, Volume 1
- California Preschool Learning Foundations, Volume 2
- California Preschool Learning Foundations, Volume 3

Per SPK/CDC and CCL guidelines each classroom is to have nine instructional/learning areas, these include:

Quiet Center-quiet reading area

Listening Center-area for listening to music and books on headphones

Drama Center-play kitchen, dress up, dolls, tools

Writing Center-area for writing activities

Computer Center-computer learning activities

Block Center-various block and

Math Center-manipulatives puzzles, etc.

Science Center-area to explore science themes

Art Center-painting, drawing, play dough, etc.
All materials are to be in containers with labels/pictures to ensure that children have easy access to all classroom materials.

There are two primary curricular resources used in district CDC classrooms:

- Developmental Learning Materials (DLM)
- Developing Math Concepts in Pre-Kindergarten, by Kathy Richardson

*The DLM Early Childhood Express* is a holistic, child-centered program that nurtures each child by offering carefully selected and sequenced learning experiences. It provides a wealth of materials and ideas to foster the social-emotional, intellectual, and physical development of children. At the same time, it nurtures the natural curiosity and sense of self that can serve as the foundation for a lifetime of learning.

The lesson plan format is designed to present information in a way that makes it easy for children to learn. The cycle is modeled on knowledge gained from the latest neuroscience research. Intelligence is, in large part, our ability to see patterns and build relationships out of those patterns, which is why *The DLM Early Childhood Express* is focused on helping children see the patterns in what they are learning. It builds an understanding of how newly taught material resembles what children already know. Then, it takes the differences in the new material and helps the children convert them into new understanding.

Every aspect of *The DLM Early Childhood Express* is designed to make learning instinctive. Circle Time at the beginning and end of each day helps children focus on the learning process, reflect on new concepts, and make important connections. The practice portions of the lessons are designed to allow children to apply what they have learned. Neuroscience research reveals that unless knowledge is applied within twenty-four hours of its introduction, it will probably have to be relearned.

The early years, birth to age six, are the most fertile years in an individual’s life for developing language skills. So lessons in *The DLM Early Childhood Express* are focused on language acquisition and those all-important early reading skills. With the right foundation, reading success is only a matter of maturation.

For children to grow intellectually, they must feel confident in their abilities and secure in their relationships with teachers, family members, and peers. *The DLM Early Childhood Express* addresses social-emotional development in a number of ways. It is included in every lesson, built into content connections, and inherent in the way families are actively involved in *The DLM Early Childhood Express* classrooms.
Developing Math Concepts in Pre-Kindergarten

For the first time in a single resource, Kathy Richardson shares her insights into the mathematical development of preschool students. Based on the most current research about the development of young children and closely aligned with NCTM standards, this book provides teachers with everything they need to understand the teaching of mathematics in the prekindergarten classroom. The book is organized according to the key mathematical areas children "need to know":

- Numbers
- Geometry
- Sorting and Classifying
- Pattern
- Measurement
- Data Collection

In addition to referencing the NCTM standards, the book presents the "big ideas" in prekindergarten math, making it clear to teachers what the appropriate expectations are for preschool students. For each of these areas, activities are provided for circle time, small group, and individual instruction. In all, more than 75 activities are included, making this a complete resource for all prekindergarten teachers.

Creative Curriculum (SEEC curriculum resource)

The fourth edition of The Creative Curriculum® for Preschool applies recent theories and research on best practices in teaching and learning and the content standards developed by states and professional organizations. While keeping the environmentally-based approach, it clearly defines the teacher's vital role in connecting content, teaching, and learning for preschool children.

Contents include:

- Child development and learning theory and how it is applied throughout the curriculum
- Goals and objectives linked directly to a valid and reliable assessment instrument (The Creative Curriculum® Developmental Continuum for Ages 3-5)
- A total of 11 interest areas
- Strategies for meeting the needs of second language learners and children with disabilities
- Specific guidance on the teacher's role in teaching content in literacy, math, science, social studies, the arts, and technology throughout the day
• A wide range of instructional strategies -- from child-initiated to teacher-directed learning -- to respond best to children's strengths and interests and the material being taught
• Guidance for building children's social competence, teaching social problem solving skills, and responding to challenging behavior
On-Going Support

Mentor Teachers
Classroom Visits
Professional Development

On-going support for teachers will need to take the form of teacher to teacher. The teachers that have been through the training for past year & a half with Ann Carr, of Early Childhood Associates, will be the lead/mentor teachers for new teachers. They will share their knowledge & experience of teaching in an inclusive preschool classroom.

Several ways the support can be accomplished would be through an orientation meeting with the co-teachers to review this guide and set a schedule of meetings throughout the year to share ideas, problem solve, etc; Cross classroom visits; Video the classes.

The mentor teachers could help set up classes as they are developed. Each new teacher could be assigned a mentor/buddy teacher to assist them through their first year of teaching in an inclusive preschool classroom.

The following is a list of the teachers who participated in the training and helped to write this guide.

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