Program of Excellence Guidelines
Voluntary Prekindergarten (VPK) Program
2010-2011

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REVISED
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Miami-Dade County Public Schools
The School Board of Miami-Dade County, Florida

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This handbook was developed for Voluntary Pre-Kindergarten (VPK) programs that serve children throughout the Miami-Dade County Public School (M-DCPS) district. Each member of the faculty and support staff who works with prekindergarten children should become familiar with the contents of this handbook and follow the guidelines provided within. This handbook is dedicated to young children, their families and the professionals who work with them.

Research has shown there is much to gain from providing a comprehensive, developmentally appropriate education program for prekindergarten children. When a developmentally effective program is provided to children at an early age, it is possible to increase their potential for growth and independence. For children at risk of school failure, a high quality prekindergarten experience may significantly reduce the negative impact of their at-risk situation.
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VISION

The Office of Early Childhood Programs is committed to providing high-quality comprehensive services and programs to prepare young children for life-long learning.

MISSION STATEMENT

The mission of the Office of Early Childhood Programs is to provide curriculum leadership and instructional support that enables young children and their families to participate in high-quality, developmentally effective programs.

CORE VALUES

◊ Respect the worth and dignity of children as members of the family, the school, neighborhood, and global community.

◊ Recognize that all children are capable and competent learners.

◊ Assist parent(s)/guardian(s) in understanding their role(s) as the child’s first teacher.

◊ Advocate for developmentally appropriate and instructionally effective programs to meet the needs of all children.

◊ Recognize the value of children’s diverse cultures and their physical, intellectual, social and emotional needs.

◊ Provide research-based, high-quality, comprehensive and continuous professional development to educators of young children.
Florida’s Voluntary Prekindergarten Education Program

Background
The Florida state constitution was amended in 2004 to include Section 1(b), Article IX. The amendment mandates:

*Every four year old child in Florida shall be provided by the State a high quality prekindergarten learning opportunity in the form of an early childhood development and education program which shall be voluntary, high quality, free, and delivered according to professionally accepted standards. An early childhood development and education program means an organized program designed to address and enhance each child’s ability to make age appropriate progress in an appropriate range of settings in the development of language and cognitive capabilities and emotional, social, regulatory and moral capacities through education in basic skills and such other skills as the Legislature may determine to be appropriate.*

Program Description
Voluntary Prekindergarten (VPK) is a legislatively authorized program designed to prepare every four-year-old in Florida for kindergarten and build the foundation for their educational success. All eligible four-year-olds are entitled to participate in one of the VPK program options. The VPK program provides each child with a high quality educational experience that includes high literacy standards, accountability, appropriate curricula, substantial instructional periods, manageable class sizes, a certified teacher and a highly qualified paraprofessional.

Miami-Dade County Public Schools (M-DCPS) offers the VPK Core Instructional Day from 8:20 a.m. to 11:20 a.m. The Prekindergarten Enrichment program extends the instructional day until 1:50 p.m. through Title I funds or parent fees. Enrollment is based on a maximum class size of 18 students in the school year program, maintaining a ratio of 1 adult per 9 students at all times. The maximum class size for the Summer Program is 10 students, maintaining a ratio of 1 adult per 10 students at all times.

Developmentally Appropriate Curriculum
Section 1002.67, F.S., requires that all curricula used in VPK classrooms must be developmentally appropriate, be designed to prepare a student for early literacy, enhance the age-appropriate progress of children in attaining the VPK Education Standards, and prepare children to be ready for kindergarten based upon the statewide kindergarten screening of the Florida Kindergarten Readiness Screening (FLKRS). A developmentally appropriate curriculum should be appropriate for four-year-olds and flexible enough to modify for individual four-year-olds who have skills at either end of a developmental continuum.

A curriculum is defined by the State Board of Education as a set of written materials that:
- Is replicable
- Addresses the use of materials, scheduling, arranging the environment, and interaction between children and adults either separately or in combination
- Includes more than activity suggestions and more than theory and pedagogy
Is aligned with the VPK Education Standards
Is aligned with scientifically based research

Description of a Challenging Curriculum and Pedagogy

Comprehensive
A comprehensive curriculum is one that contains a mix of instruction and practice activities to build strong skills in each of the eight domains of the VPK Education Standards. The curriculum must provide explicit, systematic instruction, assessment and intervention that leads to children’s growing proficiency at each stage of skill development. Frequent practice activities and games must be provided within the curriculum to attain mastery of each of the VPK Education Standards. Activities should include options for children of disparate abilities and backgrounds, providing instructors with alternatives to teach all children the required skills and content.

The overall instructional design should include the following:
- A clear roadmap or blueprint for instructors to get an overall picture of the program (i.e. a scope and sequence)
- Clearly stated goals and objectives
- Resources to help the instructor understand the rationale for the instructional approach and strategies utilized in the program (i.e. explanations in the instructor manuals, references, articles, reliable websites)
- A coherent instructional design
- Explicit instruction in the particular skill area
- Consistently systematic and intentional instruction
- A logical organization to the materials so that it’s clear how the curriculum proceeds over the course of the program (day, week, month, year)
- Consistent “instructor friendly” instructional routines
- Student materials aligned with the VPK Education Standards
- Examples of constructive feedback
- Scaffolding with specific instructions
- Differentiated instruction
- Guidelines and materials for flexible grouping
- Enrichment activities for advance children
- Guidelines for use with diverse populations such as English Language Learners and Students with Disabilities
- Components that foster intrinsic motivation in children (Approaches to Learning Domain)
- Ample opportunities for practice
Integration
The VPK curriculum must be authentic and support and reinforce Florida's VPK Education Standards in other subject areas. Research emphasizes the importance of connecting classroom learning to real-life situations which is accomplished most effectively when children are able to move seamlessly from one activity to the next.

Alignment with Florida's VPK Education Standards
Section 1002.67, F.S., requires the Florida Department of Education to develop and adopt performance standards for children in the VPK program that addresses emergent literacy, including oral communication, knowledge of print and letters, phonemic and phonological awareness, and vocabulary and comprehension development. The Voluntary Prekindergarten (VPK) Education Standards were initially adopted by the State Board of Education (SBE) on March 15, 2005. The Standards were revised in 2008 and adopted by the SBE on August 19, 2008. The purpose of the VPK Education Standards is to describe skills that four year old children should know and be able to do by the end of their prekindergarten year.

Voluntary Prekindergarten Education Standards
The VPK Education Standards are grouped around the following eight domains:

- Physical Health
- Approaches to Learning
- Social and Emotional Development
- Language and Communication
- Emergent Literacy
- Mathematical and Scientific Thinking
- Social Studies and the Arts
- Motor Development

Physical Health
There are two primary themes or components of physical health for four-year-old children. The first component is physical health across all body systems. The status and support of nutritional, physical, dental, auditory, and visual health are included in this component and is demonstrated when children follow basic health and safety rules and habits, such as making good food choices, participating in physical activities and performing self-care tasks independently.

Approaches to Learning
The development of a child's approach to learning is highly dependent on the quality and quantity of interactions with supportive adults. Instructors who observe and assess learning styles, provide a well-designed learning environment, plan a variety of challenging activities, encourage children and ask questions to scaffold group and individual learning opportunities to help children develop positive approaches to learning. Four-year-old children learn best when eagerness, curiosity, persistence, creativity, inventiveness, and planning and reflection are encouraged and supported across all domains of development.
Social and Emotional Development
Social and emotional readiness is critical to a child’s successful kindergarten transition, early school success, and even later well-being. Studies indicate that young children who are able to understand and express their own feelings, understand the viewpoint and feelings of others, cooperate with peers and adults, and resolve conflicts are more likely to be successful in school. These skills appear to be rooted in relationships with adults.

Children who developed positive relationships with adults are secure and confident and can master new learning challenges. Positive relationships with adults set the stage for learning as children want to interact with, convey their thoughts and ideas to, understand the feelings of, cooperate with, and model the actions of the adults who care for them. Relationships guide how young children learn about themselves, others, and the world.

Positive relationships with adults lead to positive relationships with peers. Four-year-old children are developing important interpersonal skills. They are learning how to join, question, and listen to their peers and adults. They construct knowledge by interacting with others and their environment, and they learn how to interact successfully with a variety of people and in different settings and circumstances.

Language and Communication
Prekindergarten children’s language and communication develops in five primary areas. Listening or receptive language is demonstrated by the way a child verbally and behaviorally responds to oral communication. Speaking or expressive language refers to the child’s own skill at clearly expressing him or herself in words. Vocabulary development includes a huge expansion in the words that a child understands, especially words related to a growing knowledge of the world and the ways that people describe objects and actions, as well as substantial growth in the words children use in their own verbal expression. Children’s development in the area of sentences and structure is expanded as they use more complete sentences and demonstrate growing mastery of correct structure in the way they arrange words used to communicate. Conversation skills include how to initiate, participate appropriately, and modify speaking patterns for different contexts and settings.

Additionally, participation in a VPK program allows children to learn the language of school, including vocabulary, sentence structure, and content that is a key part of the educational experience in the United States.

Emergent Literacy
Emergent literacy includes two components, emergent reading and emergent writing. Both reflect the development of the knowledge, conceptual understanding and skills that form the basis for later reading and writing. Emergent reading includes showing motivation for reading demonstrated by interest in being read to and told what written words mean, and development in appropriate use of books and other printed materials. Children also develop age-appropriate phonological awareness, demonstrated by their growing capacity to recognize that words are made up of smaller units of sounds, and that they can blend sounds together to form words, or
break words apart into smaller pieces. Alphabetic knowledge refers to children’s growing recognition of and ability to name the letters and the sounds they make. As children are growing in their ability to comprehend spoken language, they also are developing their understanding of text read aloud, as demonstrated by their accurate reenactment or retelling of stories read to them, and by their ability to ask and answer factual and abstract questions about the text. These oral language skills emerge with adult support; children who are four-years-old typically are not reading text.

In emergent writing, children develop motivation for written expression and learn the concept that print conveys meaning. Just as children grow in their ability to name and recognize alphabet letters, they also gain skill in using letter-like shapes, symbols, and letters to convey meaning, and age-appropriate skill at writing letters. Children’s knowledge of the structure of written composition is demonstrated in their dictated stories and their own beginning forms of written expression.

**Mathematical and Scientific Thinking**
Mathematical thinking refers to the child’s reasoning, number sense, use of simple strategies to solve problems, sorting and grouping, recognizing patterns and relationships, collecting and describing information in a variety of ways, understanding spatial relations, and comparing and measuring objects. Mathematics helps children understand and make sense of their world. Scientific thinking is evidenced through the asking of questions, the use of simple tools, and the making of comparisons. The natural world and physical events are fascinating to prekindergarteners, and the instructors’ questions can foster inquisitiveness and scientific thinking.

**Social Studies and the Arts**
Social studies knowledge is demonstrated through identifying attributes of familiar people and understanding family roles and relationships. Children are developing new ways of examining and noticing places and the environment. Group rules are becoming easier to understand and follow, and four-year-olds have a beginning understanding of leadership. The arts provide opportunities for children to grow, to express what they know, pursue their own interests and abilities, and appreciate the contributions of others in creative ways. Children express and represent their ideas through various art media, and begin to understand and appreciate art.

**Motor Development**
Motor development activities must include opportunities for both gross and fine motor development. While unstructured play and movement activities are important and provide opportunities to practice developing movement skills, play alone is not sufficient for the development of physical skills. Planned movement activities are needed, and exposure to many different types of movements should be the goal rather than high performance in one or more particular skills.

The eight domains are comprised of 87 individual standards. There are 75 benchmarks in the three domains of language and communication, emergent literacy and mathematical and scientific thinking. All curriculum and instructional methods must align with and support the VPK Education Standards.
Access to the Curriculum
Florida’s VPK Education Program ensures four-year-olds access to a high quality prekindergarten learning opportunity. It is important to note the great diversity of four-year-olds residing in Florida, including children with special developmental, behavioral, or physical needs, who are English Language Learners, or who may be at-risk of future learning or school difficulties for a variety of reasons. Accommodations implemented to foster access to the program do not lessen achievement expectations; they should, however, provide a wide range of techniques and support systems to help children work around areas of special need. Frequently, accommodations that may be required to ensure meaningful participation by a given child are found to benefit many other children in the classroom. Accommodations include changes in instructional methods and materials, learning activities and assessments, time demands and scheduling, the learning environment, and the use of special communication systems.

Source: Florida Voluntary Prekindergarten (VPK) Education Program: Curriculum Approval Specifications 2010; Florida Department of Education Office of Early Learning

Miami-Dade County Public Schools Prekindergarten Curricula

Houghton Mifflin Harcourt
Miami-Dade County Public Schools VPK programs utilize the Houghton Mifflin Harcourt (HMH) Prekindergarten Program Curriculum which focuses on early literacy (See Appendix A). The components of HMH include:

- Oral Language and Vocabulary
- Phonological Awareness
- Comprehension
- Letter Recognition
- Book/Print Awareness
- Writing
- Written Expression
- Motivation to Read

The Enrichment instruction which extends beyond the VPK hours includes the following components:

- Mathematics
- Social Studies
- Science

Emphasis on providing students with opportunities for growth in social/emotional development, physical development, art, music, dramatic play, health and safety, media and technology are integrated throughout both the VPK and Enrichment portions of the day. Each component fosters the cognitive, literacy and content area learning needed for success in kindergarten.
High/Scope Educational Approach for Preschoolers

Miami-Dade County Public Schools pre-kindergarten program also utilizes the High/Scope Educational Approach to learning. The framework is embedded throughout the daily routine to enhance each child's growth through active learning (See Appendix B). The power of learning comes from personal initiative. Young children act on their innate desire to explore; they ask and search for answers to questions about people, materials, events, and ideas that arouse their curiosity; they solve problems that stand in the way of their goals; and they generate new strategies to try. The five basic principles that form the framework of the High/Scope approach are active learning, positive adult-child interactions, a child-friendly learning environment, a consistent daily routine, and team based daily assessment.

Active Learning

A high quality, developmentally appropriate learning environment provides children an opportunity to engage in active learning. Young children learn by doing. In High/Scope classrooms, children are active agents who construct their own knowledge of the world as they transform their ideas and interactions into logical and intuitive sequences of thought and action, work with diverse materials to create personally meaningful experiences and outcomes, and talk about their experiences in their own words. Five ingredients of active learning provides a framework for adults in implementing the program. These ingredients are as follows:

1. **Materials** – There are abundant, age appropriate materials that the child can use in a variety of ways. Learning grows out of the child’s direct actions on the materials.

2. **Manipulation** – The child has opportunities to explore, manipulate, combine, and transform the materials chosen.

3. **Choice** - The child chooses what to do. Since learning results from the child’s attempts to pursue personal interests and goals, the opportunity to choose activities and materials is essential.

4. **Language from the Child** - The child describes what he or she is doing. Through language, the child reflects on his or her actions, integrates new experiences into an existing knowledge base, and seeks the cooperation of others in his or her activities.

5. **Adult Support** - Adults recognize and encourage the child’s reasoning, problem solving, and creativity.

Adult-Child Interaction

Active learning depends on positive adult-child interactions. Mindful of providing a psychologically safe climate for young learners, adults using the High/Scope preschool approach strive to be supportive as they converse and play with children. Throughout the day, guided by an understanding of how preschool children think and reason, adults practice positive interaction strategies. These strategies include sharing control with children, focusing on children’s strengths, forming authentic relationships with children, supporting children’s play, and adopting a problem solving approach to social conflict.
Learning Environment
Planning the layout of a prekindergarten class and selecting appropriate materials have a strong impact on the behavior of children and adults. An active learning environment provides children with ongoing opportunities to make choices and decisions. Adults organize play space into specific interest areas such as pretending and role playing, drawing and painting, “reading” and “writing”, counting, sorting, singing and dancing, sand and water play and building block structures. The interest areas contain a wide and plentiful assortment of easily accessible materials children can choose and carry out their intentions and ideas for play. Natural, found, commercial, and teacher-made materials provide many opportunities each day for children to engage in the VPK standards in creative and purposeful ways. Adults arrange storage for materials using low shelves, clear boxes, and picture labels children can “read”, so all children can independently find, use and return the items they need (See Appendices C and D).

Daily Routine
The daily routine enables young children to anticipate what happens next and gives them a great deal of control over what they do during each part of the day. The High/Scope preschool daily routine includes the plan-do-review process, which enables children to express their intentions, carry them out, and reflect on what they have done. Small-group time encourages children to explore and experiment with new or familiar materials adults have selected based on their daily observations of children’s interests, the VPK Standards, and local events. During large-group time both children and adults initiate music and movement activities, story re-enactments, group discussions, cooperative play and projects (See Appendix E).

Assessment
Developmentally appropriate assessment at the classroom level is crucial to the implementation process of a high quality early childhood program. Miami-Dade County Public Schools utilizes the following assessment practices:

Anecdotal Notes/Observations
In the High/Scope preschool approach, assessment includes a range of tasks adults implore to ensure that observing children, interacting with children, and planning for children receive full adult energy and attention. The teachers are active observers and listeners in a High/Scope classroom. Teamwork built on supportive adult relationships form a solid base for adults doing this work together. Each day the teaching team members gather accurate information about children by observing and interacting with children and taking daily anecdotal notes based on what they see and hear. During rest time and/or after dismissal, teaching team members engage in daily planning sessions in which they share their observations of children, identify activities that may interest their students, analyze the observations in terms of the VPK Standards, and make plans for the next day.
Child Progress Portfolio  
Please Note: Due to current changes of accessing the What I Learned in VPK Child Portfolio and Teacher Guide the following revisions have been made regarding the Child Portfolio.

In addition to recording anecdotal notes, student work and/or photos should be collected for portfolios to create developmental profiles of each child’s abilities and skills. The team may use child observations, the Child Progress Portfolio (See Appendix F), student work, and/or photos to complete the Summary of VPK Accomplishments for parent conferences (See Appendix G). The Child Progress Portfolio is designed as a means for teachers to communicate with parents about their child’s progress in meeting the VPK Education Standards by the end of the VPK experience.

A Summary of VPK Accomplishments should be completed for each child for each parent conference. The child portfolio remains with the classroom teacher after the first and second conferences. At the end of the third conference, the child portfolio should be given to the parents.

During the conferences, the teachers review and reflect on the children’s progress toward meeting the VPK Education Standards. The Child Progress Portfolio is designed to help families understand what their child is learning in the VPK Program, as well as things they can do at home to create developmentally appropriate learning environments for their children. The Child Progress Portfolio will provide parents with information and guidance needed to continue preparing their child for kindergarten.

Houghton Mifflin Harcourt (HMH) Pre-K Early Growth Indicators Benchmark Assessment (EGIBA)  
Teachers assess all students three times a year (beginning, middle, and end) using HMH “Early Growth Indicators Benchmark Assessment” tool. The five areas required to be assessed for the 2010-2011 school year are: Word Parts, Beginning Sound, Letter Recognition, Oral Counting, and Number Identification. Word Knowledge and Listening Comprehension may be assessed based on teacher judgment. The HMH Pre-K Class Summary Sheets are included in Appendix H.

The Early Growth Indicators are a series of brief assessment activities designed to measure a selected set of preschool skills that are critical for later school success. The indicators are not meant to provide a comprehensive assessment of a domain or a general skill within a domain. Rather, they serve as indicators of a child’s development by measuring the child’s progress on critical skills within a particular domain over time. The Pre-K Early Growth Indicators Benchmark Assessment will be administered three times during the school year. Plan to administer the assessment as outlined below.

- The Houghton Mifflin Harcourt Pre-K Indicators Benchmark Assessment will be used by VPK teachers as their requirement for their Instructional Performance Evaluation Growth System (IPEGS) by September 23, 2010. Assessment results will facilitate the
establishment of learner/program progress goals as required by IPEGS. The new VPK Child’s Portfolio may be used to gather data in preparation for the IPEGS progress goal(s) and for the parent conferences.

- The Houghton Mifflin Pre-K Indicators Benchmark Assessment will be used upon completion of Theme 6 by January 20, 2011 (Timeline aligns to IPEGS’ mid-year review).
- The Houghton Mifflin Pre-K Indicators Benchmark Assessment will be used upon completion of Theme 9 by April 15, 2011.
- Additionally, children’s work samples can be used to share children’s progress with parents.

Upon completion of Theme 10, the teacher will review and reinforce previously taught skills (based on observations and assessment results) in preparation for kindergarten. This time can best be used to provide enrichment activities related to children’s needs and interests.

**HMH Assessment Results**
The assessing of a student’s skills is an integral part of education. In order to examine how a student is functioning, the whole child is assessed (cognitive, socio-emotional, and physical domains). In an assessment and intervention process, the results of an assessment should help teachers make decisions about what instruction needs to occur in the classroom. Upon receiving the assessment results, teachers should proceed with the following steps:

- Review results for the purpose of gathering information about the children in the class as individuals and as a group; and
- Assess the classroom practices and materials to determine how they support children’s growth in the areas of need identified in the assessment.

**Oral Language Proficiency Scale-Revised (OLPS-R)**
Prekindergarten students will not be assessed in the OLPS-R. Prekindergarten teachers are to read the Home Language Survey (HLS) of each student to ascertain which student speaks or is exposed to another language at home. The HMH Program includes a section of strategies that teachers can use to meet the educational needs of English Language Learners (ELL). Contact the Office of Early Childhood Programs’ staff for further assistance on how to meet the educational needs of ELL students (See Appendix I).

**Prekindergarten Screenings**
The Prekindergarten Screenings Consent Form (FM 5490) for vision, hearing and speech screening is a part of the prekindergarten registration packet. The form must be signed by the parent or guardian at the time of registration and before any of the screenings are administered.

**Speech Language Screening**
During the first week of school, adults in the classroom need to be alert for any child whose speech is difficult to understand. A cursory speech screening by the teacher is often accurate in identifying children with obvious speech needs, particularly articulation problems. Referrals should be made to the school speech pathologist as soon as possible.
Vision Screening
The teacher administers the vision screening for all children by the first week of October. The materials needed for the vision screening are: an eye chart (umbrella, house, apple, and pictures), an instruction sheet, a pass/fail criteria sheet, two tissues per child (one for each eye), or two occludes (cleaned with alcohol between each exam). Please contact a Curriculum Support Specialist if you need the vision chart.

Hearing Screening
The speech pathologist at the school does the hearing screening for all the children. It must be done prior to April 15th. The classroom teacher must request that the screening be done and arrange a time with the speech pathologist for the screening that will be mutually convenient, but before April 15th.

Height and Weight
During the month of January, the classroom teacher will measure the height and weight of each child and record the data on the cumulative health record before the end of the school year.

VPK Instructional Personnel
Teamwork is an interactive process that is crucial in creating a supportive climate for young learners. When adults work together to establish and maintain active learning environments for children, the effects are far-reaching. The VPK paraprofessional is to be in the classroom throughout the day as mandated by the Florida Department of Education. The adult to student ratio must be 1:9 at all times. The teacher and full-time paraprofessional plan together daily from 1:50 p.m. - 2:50 p.m. The requirement of planning from 1:50 p.m. - 2:50 p.m. does not apply to hourly paraprofessionals. The team shares responsibilities throughout the daily routine. Therefore, the paraprofessional is to provide support during all components of the day.

Contractually, all full-time staff are entitled to duty-free lunch and part-time paraprofessionals are entitled to two 10 minute breaks. In an effort to comply with VPK mandates and the Quality Counts Initiative, it is highly recommended that paraprofessionals use the 8:20 a.m.-8:30 a.m. time period for their morning break and the 12:15 p.m.-12:20 p.m. time period for their afternoon break. Duty-free lunch for teacher/paraprofessional should be scheduled during students’ lunchtime (11:30 a.m.-12:00 p.m.) and rest time (12:15 p.m. -12:45 p.m.).

Teacher Responsibilities
The classroom teacher, in all of the pre-kindergarten programs, has the primary responsibility for providing a high quality, developmentally appropriate and effective educational experience for the students in the program.

Role and Function of Paraprofessionals
Paraprofessionals in prekindergarten classrooms are employed to assist classroom teachers with the implementation of the program and services for the preschoolers. When working with students individually or in small groups, the paraprofessional interacts with the children much the same as the teacher. Small groups of children must be fluid and interchangeable. For large group activities both adults work cooperatively to maximize student learning. Paraprofessionals are administratively responsible to the on-site administrator and under the direct supervision of the classroom teacher.
School Support Team
Guidance counselors, psychologists, social workers, nurses or health workers, and/or speech pathologists are to service the VPK population and assist in determining classroom interventions or any other type of support to ensure that the educational needs of four-year-old children are met. The School Support Team (SST) procedures apply to the students in the VPK program.

Program Quality Rating System
Miami-Dade County Public Schools, in partnership with Ready Schools Miami, is part of the Quality Counts Initiative. Ready Schools Miami is a multi-partner, multi-year effort to improve the quality of early childhood education and services. The goal of Ready Schools Miami is to create a system that promotes early learning and child well-being from birth through elementary school. Quality Counts is a quality improvement rating system designed and funded by The Children's Trust in partnership with the Early Learning Coalition of Miami-Dade/Monroe and the Early Childhood Initiative Foundation/Ready Schools Miami. This Quality Counts Initiative utilizes the Early Childhood Environmental Rating Scale-Revised (ECERS-R) to assess and improve the quality of our program. This assessment focuses on the physical environment of the classroom, Space & Furnishings, Personal Care Routines, Language-Reasoning, Activities and Interactions; as well as the daily routine. Currently, selected Ready Schools Partner schools are participating in the Ready Schools Miami, Quality Counts Initiative. Our goal is to include all VPK classrooms in this initiative over a period of time.

Prekindergarten Computer-Assisted Instruction
Miami-Dade County Public Schools have incorporated interactive computer assisted instruction in their program to provide students opportunities to engage in practice activities and tutorials. The following programs are utilized in the VPK program:

Waterford Math and Science program provides software and support materials to broaden children’s exposure to targeted math and science concepts.

Riverdeep Learning Village includes a prekindergarten section which offers engaging, interactive components in math, language arts, science and social studies. This program can be accessed through the district website.

Imagine Learning English is a comprehensive software program that provides language support to second language learners. Fifty-three schools have the Imagine Learning English program.

Computer Time: Every student should have access to work on computer programs for a maximum of 20 minutes daily.

Typical Behaviors of Prekindergarten Students
In an active learning environment, behaviors typical and natural for four-year olds are expected and planned for. The process of growth moves young children along a continuum. Behavior that occurs along this continuum is developmentally important. At every age, some behavior which may look like misbehavior is a sound and healthy part of growing. The professional’s job is to know what children are like and to know the facts about child growth so that they can facilitate the development of prosocial behaviors.
Intervention Strategies for Positive Behavior Management
The use of a consistent, well balanced Daily Routine provides security for children, reduces stress on them, and contributes to positive behavior. In a classroom using developmentally appropriate practices, management techniques include specific attention to prevention. Events in the daily routine should be scheduled to provide a variety of active and passive activities with a minimum of waiting time. The young child’s short attention span should be taken into consideration when planning any activity. Rules need to be clear since they help children control their behavior. Rules should also be simple, few in number and reasonable for the child’s age. As the foundation of establishing a balanced learning environment, children should learn one basic rule: Take care of yourself, others and things. Any other established rule should reflect this rule.

Appropriate intervention strategies for prekindergarten children include redirection or distracting children from potential problems, reminding children of rules, ignoring inappropriate behavior (as long as it is not unsafe), noticing appropriate behavior (i.e., positive reinforcement), helping children solve their own problems and make appropriate choices, and helping children see consequences of their actions.

Teachers facilitate the development of self-control in children by using positive guidance techniques such as modeling and encouraging expected behavior, redirecting children to a more acceptable activity, and setting clear limits for the benefit and safety of all children. Young children best learn social behavior when teachers’ expectations match and respect children’s developing capabilities, not by punishing them.

Preventing Problems and Conflicts
- Think about the principles of child development.
- Establish a consistent daily routine.
- Make the classroom rich in opportunities.
- Design space with areas and materials that are of interest and value to the population of children served.
- Set reasonable limits and agree on the rationale to use to explain these to the children.
- Model ways of interacting with materials and people.
- Plan for transition times.
- Respect and plan for the different abilities, interests, and pacing levels of each child.
Steps for Solving Problems and Resolving Conflicts

Use these steps when children are engaged in conflict with each other. Just as with any new set of skills, it takes practice to learn to apply the process of conflict resolution. With time and repeated experience, both children and adults will come to rely on this shared process.

- Approach calmly.
- Acknowledge feelings.
- Gather information.
- Restate the problem.
- Ask for ideas for solutions.
- Restate the choices and ask for a decision.
- Summarize the plan and offer follow-up support.

Child Management Checklist

<table>
<thead>
<tr>
<th>Preventive Management Strategies</th>
<th>On-the-Spot Management Techniques</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Adults establish and maintain a safe learning environment.</td>
<td>16. Adults stop aggressive or destructive behavior (hitting, biting, kicking, throwing things) immediately, give a reason for their action, and suggest a more acceptable way to handle the situation, i.e., “Stop biting. Biting hurts. Use your words to tell Tony what you want;”</td>
</tr>
<tr>
<td>2. The learning environment includes work areas in which children have enough space to play and a variety of materials that are of value and interest to them.</td>
<td>17. Adults help children resolve conflicts by:</td>
</tr>
<tr>
<td>3. Throughout the day, adults plan for, anticipate, and accept a variety of behaviors in the ways children use space and materials because they realize that children are functioning at various developmental levels.</td>
<td>- Eliciting, listening to, and acknowledging children’s descriptions of problems, including their feelings, observations, and reasoning about the problems;</td>
</tr>
<tr>
<td>4. Adults establish and maintain a predictable, consistent daily routine with a balance of child-initiated and adult-initiated activities, so that children have a sense of control over what is going to happen next.</td>
<td>- Encouraging children to talk with one another about the difficult situation they are experiencing;</td>
</tr>
<tr>
<td>5. Adults plan for and help children anticipate transitions.</td>
<td>- Interpreting a less articulate child’s needs, feeling, and actions to other children when necessary;</td>
</tr>
<tr>
<td>6. Adults eliminate long waiting periods and make the short waiting periods as active and concrete as possible (for example, by setting up a chart with children’s signs to indicate who will have the next turn to pass out snack items).</td>
<td>- Patiently supporting children’s efforts to generate appropriate alternatives on their own;</td>
</tr>
<tr>
<td>7. Children initiate their own plans at work time and carry them out with adult support.</td>
<td>- Helping children generate appropriate alternatives when necessary;</td>
</tr>
<tr>
<td></td>
<td>- Using factual, nonjudgmental language throughout this process.</td>
</tr>
</tbody>
</table>
8. Children make choices through-out the daily routine. Adults support children’s choices and interests.
9. Adults model care and concern for people and materials throughout the daily routine.
10. Adults elicit, value, and listen to children’s points of view, ideas, concerns, and feelings.
11. Adults attend to, acknowledge, value, and support children’s strengths and interests throughout the day.
12. All teaching team members discuss and agree on classroom rules, limits, and expectations, and are consistent in following through on them.
13. Teaching team members give children clear, consistent reasons for the expectations, rules, and limits they establish.
14. Teaching team members share and record observations of children and plan for children on a daily basis.
15. Team members work together with parents to support children’s growth and development.
16. In conflicts that do not involve hurtful behavior or bullying, adults give children the opportunity to settle differences on their own.
17. Adults help children become aware of and take responsibility for the outcomes of their actions. (For example, repairing toys students break; wiping up spills.)
18. Adults acknowledge that a problem-solving approach to child management takes time, patience, and consistency.

Follow-up Steps for Specific Children

21. Adults document behaviors that are of concern and keep records of any intervention strategies that are being used and the results.
22. Parents will be informed and included in choosing intervention strategies.
23. In extreme cases, the teacher, the curriculum support specialist, school counselor or school administrator will visit the classroom to observe the child, talk to the parent or guardian and make an assessment as to future steps to take.

Character Education
Character is described as “moral or ethical strength, integrity and fortitude.” In Pre-kindergarten, character education is addressed through the development of pro-social behavior. Teachers foster and facilitate the development of pro-social skills in young children by providing opportunities to develop character building skills in themselves and the children. These activities and experiences should be implemented throughout the day.

Conscious Discipline
Conscious Discipline is a comprehensive, social-emotional, intelligence approach based on brain research and its effect on children’s behavior. It is designed to help teachers integrate “Brain Smart Principles” that will enable them to create a positive social-emotional learning environment in their classrooms. Developmentally appropriate techniques are taught to help children learn logical problem solving strategies. Dr. Becky Bailey, Professor at the University of Central Florida, has established ten principles of Conscious Discipline. These principles are built on cogent child development theories which encourage an understanding of and respect for children, their temperaments, their personalities, and unique dispositions. Putting child development knowledge into action, results in quality classroom management. A well planned learning environment is organized and provides adequate space for children to move as they learn and contribute to appropriate behaviors.
Conscious Discipline is a journey requiring an open mind and an open heart. The journey starts by learning the 7 Powers of Self-Control which shift your focus from blame to solutions, from punishment to teaching and from fear to love. The Conscious Discipline approach should be used by those teachers that have been trained. The classroom structures and activities which facilitate these powers and skills include:

- Greeting Apron
- Brain Smart Start
- Activity to Unite
- Activity to Disengage Stress
- Activity to Connect/I Love You Rituals
- Commitments (Gentle Touch, Be a STAR, My Turn, Read a Book with a Friend)
- Safe Keeper Box
- Wish Well Heart
- Safe Place
- Job Board
- Friends and Family Board
- Ways to be Helpful
- Board/Books like "You did it!"
- I Noticed Board
- Good-bye Rituals

**Pyramid Model**
The Pyramid Model is a tiered prevention and intervention model designed to prevent and address challenging behaviors through evidence-based practices. Implementation of the Pyramid Model builds upon the foundation expectations, language and responsibilities outlined in the Florida Voluntary Prekindergarten Standards.

**Early Interventions: The Response to Intervention (RtI) Model and Referrals**
Although a prekindergarten program can take many forms, it is important to remember that the program is developmental, not remedial. Developmentally appropriate programs must be age appropriate as well as individually appropriate. A quality prekindergarten program strives to meet the needs of children in the best possible atmosphere for their growth. Adults in a prekindergarten program are in a unique position to do early informal screening of the children as they work with them on a day-to-day basis. As the adult becomes acquainted with each child’s abilities, learning style, and level of functioning, he/she may become aware of particular children who seem to need closer scrutiny. The vision, hearing, speech and language screening will supply valuable information. The daily observation notes that have been taken by classroom staff as well as positive parents/teacher interaction are crucial to this process.

In specific cases, concerns may be shared with the Curriculum Support Specialist. Documentation of behaviors, early intervention strategies that have been tried, and the results of the strategies need to be kept. In turn, the Curriculum Support Specialist or the specialist from the ESE department may observe the child and suggest further strategies.
In extreme cases, the program support staff should be informed of the situation and various alternative strategies for working with the child considered. This entire process will take some time.

Response to Intervention (RtI) is a process that provides intervention and educational support to all students at increasing levels of intensity based on their individual needs. The goal is to prevent problems and intervene early so that students can be successful.

The RtI process has three tiers that build upon one another. Each tier provides more intensive levels of support:

- **Tier I includes high quality instruction.** The school provides all students with access to high quality curriculum, instruction, and behavior supports in the general education classroom.
- **Tier II includes additional targeted, supplemental instruction/interventions.** The school provides interventions to small groups of students who need more support than they are receiving through Tier 1.
- **Tier III includes intensive interventions.** The school develops and implements interventions to meet the individual needs of students. Children’s progress is monitored and results are used to make decisions about additional instruction and intervention.

### Involving and Reporting to Parents

<table>
<thead>
<tr>
<th>Events</th>
<th>How to Involve Parents</th>
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</table>
| Start of school year for all students | Send notice home to all parents referencing process in place to address needs of all students; may include conferences, additional specialized staff, sensory screening activities, etc. Review the RtI System so that parents do not think it is an “ESE referral”.

**Intervention Tier I Data Collection:** Curriculum Assessment (EGIBA), parent reports, and observations (anecdotes) Notify parent through written notice or document; provide contact information if parent has questions or needs clarification.

**Intervention Tier I and II:** Individual student issues addressed Conduct parent/teacher conference.

**Intervention Tier II:** Multidisciplinary team meets to address problems of identified students, progress monitoring. Invite parent to attend these meetings; solicit input in a formal manner if unable to attend.

**Intervention Tier II:** Documentation of progress Continue to send home reports, data is reviewed by team; involve parent in the intervention process. (NOTE: If we are teaching in a different way or
teaching a targeted skill, the parent should know about this and be guided in helping the student at home to the extent the parent is willing and able.

<table>
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<tr>
<th>Intervention Tier II and III:</th>
<th>Invite parents to participate in meetings and/or receive any of the data that is used by the team with a summary of the meeting in writing accompanied by a follow-up telephone call and/or parent/teacher conference.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team meetings to review progress and make instructional decisions</td>
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<tr>
<td>Intervention Tier III:</td>
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</tr>
<tr>
<td>Decisions that result in a student spending more time in intensive instruction than typical peers</td>
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</tr>
<tr>
<td>Send form letter home; obtain consent for individual evaluation; conduct follow-up call to address parent questions.</td>
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**Parent/Family Involvement**

The importance of family involvement to success in school has been validated by research. A key ingredient in this process is to focus on the parents’/family’s strengths and formulate strategies that will build success for the parent, as well as the child. To that end, the M-DCPS prekindergarten programs encourage parent/family participation. All volunteers must be cleared by M-DCPS according to the Jessica Lunsford Act. It is recognized that many parents are not able to participate in the classroom on a regular basis; consequently, several strategies have been identified and implemented that offer parents various opportunities to involve themselves in their child’s educational process. Active participation by parents is enhanced by specific planned events. Some suggested activities are reading to the children, serving as a chaperone for field trips, joining the PTA, lunch room assistance, assisting with other class activities, etc.

As a matter of policy, prekindergarten teachers are required to hold, and parents are required to attend, three parent/teacher conferences to discuss each child’s developmental progress during the school year and one end of year transition to Kindergarten meeting.

**Parent-Teacher Conferences Timeline 2010-2011**

**Time 1** Parent Conferences – by October 27, 2010 – (Share learner’s goals with parents)

Follow through with Parent Report and data from the Pre-K EGIBA which can be used to gather data in preparation for the IPEGS progress goal(s) and for the parent conferences.

**Time 2** Parent Conferences – by February 10, 2011 – (Share learner’s progress with Parents)

**Time 3** Parent Conferences – by April 28, 2011 (Share learner’s progress with Parents)

**Time 4** Parent Meeting/Transition to Kindergarten from May 23 – June 3, 2011
Parent Meeting/Transition to Kindergarten
For young children and their parents, moving from prekindergarten to kindergarten is one of the most significant transitions they will experience. They will be faced with:

- Change in place/classroom
- New expectations
- Adjusting to a new peer group
- New authority figure
- New role as a student

Transition is a period of adjustment. Some adjustments can be stressful. When parents, teachers and school administrators work together, the process of transitioning to kindergarten operates smoothly reducing the amount of stress experienced by the child. The parent meetings should be interactive as well as informative. Examples of topics that may be discussed and/or activities that may be conducted are as follows:

- Registration
- Skills Useful in Kindergarten
- Five-Year-Old Developmental Stages
- A Book List for Young Children
- Florida Kindergarten Readiness Screening (FLKRS)
- A Visit to Kindergarten Classroom
- The Kindergarten Curriculum
- Attendance Policy
- First Day of School Tips
- Homework Expectations
- Parental Involvement
- Developing Literacy at Home
- School Supply List
- School Readiness
- Engaging Parents in a Language and Literacy Activity (Visit the Florida Center for Reading Research website at http://www.fcrr.org for ideas for this activity. Click on the link for Instructional Materials for Teachers)

Voluntary Prekindergarten Program Parent Options
The Voluntary Prekindergarten program’s mission is to ensure that all children are intellectually, emotionally, physically and socially ready to enter school ready to learn, fully recognizing the crucial role of parents as their child’s first teacher. Parents have the right to select a VPK program option that best meets their family’s needs. The options include:

- School-Year Program which includes 540 instructional hours; OR
- Summer Program which includes 300 instructional hours. Children may participate in the VPK program the summer immediately before the school year in which the child is eligible for kindergarten.
Parent’s Rights
Parents have the right to:
✓ Select VPK program options that meet their child’s needs.
✓ Enroll in either a school-year or summer free VPK program.
✓ Select a VPK program that employs VPK instructors and meets minimum classroom requirements.
✓ Select a VPK program that follows approved curriculum and guidelines.

Parents’ Responsibilities
Parents are responsible for:
✓ Complying with date of birth verification requirements.
✓ Complying with residential address verification requirements.
✓ Ensuring that their child participates in kindergarten screening.
✓ Providing transportation for their child.
✓ Complying with the school’s attendance program and other program policies.

Registration Requirements
A child is eligible to register for prekindergarten if he/she attains the age of 4 on or before September 1st of the current school year. Before a child can be admitted to prekindergarten in Miami-Dade County Public Schools, parents/guardians must provide or complete the following items.

A. Age and Legal Name Verification
   Parents must provide one of the following:
   1. Duly attested original birth certificate or birth card-Must be original; hospital certificate not acceptable.
   2. Duly attested Certificate of Baptism with a parent affidavit.
   3. Insurance policy on the child’s life in force for two years.
   4. Bona fide bible record with parent affidavit.
   5. Passport or Certificate of Arrival in the United States showing age of child.
   6. Transcript of school records of at least four years prior, stating date of birth.
   7. Affidavit of age signed by parent and Certificate of Age signed by public health officer.

B. Proof of Address
   Students in the program are assigned to attend school on the basis of the actual residence of the parent/guardian and in the attendance area of the school as approved by the School Board of Miami-Dade County, Florida. Verification of residence should be presented by the parent/guardian at the time of registration.
   Parents must provide two of the following:
   1. Broker’s or Attorney’s statement of parents’ purchase of residence or properly executed lease agreement.
   2. Current Homestead Exemption Card
   3. Electric deposit receipt or electric bill, showing name and service address
C. Health and Immunization Requirements

In accordance with the Florida Plan for School Health Services, all pre-kindergarten through 12th grade students must submit documentation verifying that a student’s health examination was performed within the 12 month period preceding initial entry into a Florida school.

Parents must provide both forms:

1. Student Health Examination-DH 3040 (yellow form) health examination performed within one year prior to enrollment.
2. Florida Certificate of Immunization-DH 680 (blue card) from a private doctor or local health provider. Part A, B, or C or a religious exemption form DH681.

Parents are encouraged to contact their health care provider to schedule an appointment for children affected by the school immunization requirements. Required immunizations are covered under most health insurance policies.

1. Children whose parents cannot afford to pay for vaccines may receive immunizations free of charge at all county health department centers.
2. To make an appointment or for more information, contact the Special Immunization Program (SIP) Office of the Department of Health at 786 845-0550.
3. No student will be admitted to school without presenting tangible documentation that immunization and health requirements have been met.

D. Home Language Survey

At the time of initial registration parents are asked to complete a Home Language Survey. Each student is assessed if there is a “Yes” response to any of the questions to determine if he/she is Limited English Proficient (LEP). The law requires that students classified as LEP receive appropriate services in order to become proficient in English.

E. Student Data Card

In the event of an emergency, the school needs to contact parents as quickly as possible. Parents are required to provide the following information:

- Home, work and cell phone numbers (must remain up to date).
- An emergency contact in the event the school is unable to reach parents. Parents should provide emergency contact telephone numbers in addition to the ones on front of the card.
- Identify those individuals who are authorized and not authorized to pick up their child from school.
VPK Student Selection Process in M-DCPS
When a school has more eligible applicants than the 17 regular education slots available, the school must make their selections utilizing a lottery system. Each applicant is assigned a number for the lottery. Numbers are pulled until the maximum class size is reached creating the final roster. If the applicant family has twins or triplets, the drawing of one name entitles all children to be eligible for enrollment. The exception would be if the number drawn is number 17th or the last one. In this case, only one of the twins or triplets will be allowed to enroll. When the maximum class size is reached, the school staff continues to draw numbers and records the numbers for the waiting list. Parents may choose to place their child on the waiting list at the school or parents can choose a private VPK provider.

All parents should be notified in writing of their child’s enrollment status within one week of the drawing. After the final selection, parents are required to complete/provide the following documents that must remain on file in each child’s folder:

- Signed Financial Responsibility Form
- Signed Prekindergarten Screening Consent Form
- Signed copy of Certificate of Eligibility

Final Roster and Waiting List
A Final Roster is completed for children selected in the lottery, as well as for children who have registered at those schools that do not have full enrollment. A Waiting List of all eligible children must also be established and ranked according to the results of the lottery. Parents of children on the waiting list are contacted when withdrawals occur. The list must be used to maintain an enrollment of 17 regular education children. Solicitation of children from neighboring schools offering the same program model is necessary when enrollment falls below the class size maximum and the waiting list is depleted.

Mail the Final Roster and Waiting List to Office of Early Childhood Programs Mail Code 9613 Attention: Greysel Marquez

VPK Registration throughout the Year
As children enroll throughout the year, the school must fax a copy of the COE document to the Office of Early Childhood Programs at 305 995-7650. Attention: Greysel Marquez. When a student transfers from another school, a new COE and re-enrollment form must be provided by the parent to the school. If the parent does not have a COE, direct them to Child Development Services (CDS) to obtain a new COE prior to enrollment.

Procedures for Completing and Maintaining Certificates of Eligibility (COE)
Each student listed on the Final Roster must have a Certificate of Eligibility (COE) on file at the school. The following procedures are established for completing and maintaining Certificates of Eligibility at the school site:

- Obtain a copy of the original COE from the parent.
- Complete Sections III and IV on each original COE. These sections must be fully completed by the school.
- Write the Confirmation Number. The Confirmation Number is Miami-Dade County Public Schools’ Federal Identification Number (FEIN Number 59-60000572) followed by the school location number. For example, Florida City Elementary School would enter 59-60000572-2001.
• Make a copy of the completed COE and file in a folder designated for VPK students. Keep the file accessible at all times (preferably with the registrar/clerk).
• Return the original Certificate of Eligibility to the parent.
• Mail a copy of the completed COE to the Office of Early Childhood Programs, Mail Code: 9616, Attention: Greysel Marquez

**VPK Fee Supported Enrichment Program**

The collection of fees from parents for the Enrichment portion of the day for Fee Supported programs is crucial to the maintenance of a full day program. It is clearly understood that funding from VPK covers the first 3 hours of the prekindergarten day. Schools must make every effort to maintain and consistently collect all fees. Budget shortfalls in this area seriously impact program implementation.

The Community Education Fee-Supported Prekindergarten Enrichment Program fee for the 2010-2011 school year is $12 per day/$60 per week. The Bi-Weekly Payment Schedule should be posted for parent reference. Failure to make payments prior to the first day of the bi-weekly service periods requires that the child(ren) be withdrawn from the Enrichment Program. Prekindergarten students must pay separate fees for food services based on the child’s free/reduced lunch status. Separate fees as determined by the service provider must be paid for before-school and after-school care. If the child remains for the Enrichment Program (11:20 a.m. – 1:50 p.m.), parents must complete the 2010-2011 Registration Form Before/After School Programs – Pre-k and make the fee payment for the first bi-weekly service period following the schedule below.

Parents of children enrolled after the start of school must pay fees using a prorated bi-weekly service period based on the enrollment date after which the regular bi-weekly payment schedule begins. Use the Cash Transmittal Form to report and submit the collection of parent fees on a monthly basis to Mail Code 9613, Office of Early Childhood Programs.

**VPK Enrollment and Attendance Procedures**

When registering a student into ISIS, students who attend the VPK program must be given a code along with the teacher’s employee number and the course number. After selecting a prekindergarten course code for a VPK student, you must enter the Certificate of Eligibility (COE) number to continue the registration process. The program course number is 5100580A1. The codes for Miami-Dade County Public Schools VPK programs are as follows:

<table>
<thead>
<tr>
<th>Program</th>
<th>Code</th>
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<tbody>
<tr>
<td>Title I</td>
<td>F</td>
</tr>
<tr>
<td>Fee Supported</td>
<td>X</td>
</tr>
<tr>
<td>VPK 8:20 a.m. – 11:20 a.m.</td>
<td>V</td>
</tr>
<tr>
<td>Migrant</td>
<td>T</td>
</tr>
<tr>
<td>Role Model</td>
<td>A</td>
</tr>
</tbody>
</table>
District Attendance Policy
Regular and punctual attendance is important to a student’s progress in school. Miami-Dade County Public Schools has a vision whereby each student engages in a rigorous course of study which prepares him/her for a myriad of successful post-secondary options. Students are expected to:

- Be present at school each and every day;
- Attend class as scheduled;
- Arrive to school and class on time; and
- Demonstrate appropriate behavior and a readiness to learn.

Voluntary Prekindergarten (VPK) Attendance Policy
The Agency for Workforce Innovation (AWI) has issued an attendance policy for VPK which includes the following:

- Beginning with the 2009-2010 school year, no more than 20% of a child’s absence will be paid. The total reimbursement will be at least 80% for days attended. The absence can be either excused or unexcused.
- Only 108 hours (36 days) will be paid to the District for absences for the entire year.
- Notes excusing illness, vacation, or special family situations are required for VPK purposes.
- The annual rate per child for the 2010-2011 school year is $2,589.41.
- Parents may not sign the Student Attendance and Parental Choice Certificate, AWI-VPK 03L earlier than the last school day of the month.
- Stress to parents the importance of consistent school attendance.
- It is a requirement that the parent be notified in writing before you withdraw a student from the VPK program. The school must first provide the parent/guardian a written certified letter or a document from the school site principal explaining the absences history and why this action will be taken if not corrected. The school must have documented proof that the parent/guardian was notified of the procedure before the action is taken.
- Before withdrawing a VPK student from the program, please contact the Office of Early Childhood Programs at 305-995-7615.

VPK Attendance and Early Learning Coalition of Miami-Dade/Monroe Monitoring
The Early Learning Coalition of Miami-Dade/Monroe is responsible for the administration of the state funded Voluntary Prekindergarten (VPK) Program. Staff from the Early Learning Coalition will visit randomly selected schools unannounced to monitor the compliance with VPK Statutes. The principal will be requested to provide the previous month’s VPK attendance records for all VPK students in general education and those in the Role Model Pre-K Program. To prepare for the monitoring visit and to avoid audit exceptions:

- Follow all procedures outlined in Weekly Briefings # 7665, VPK Program Registration Procedures 2010-2011.
• Register a VPK child only with a valid Certificate of Eligibility (COE). Forward COE copies to the Office of Early Childhood Programs, Mail Code 9613, throughout the year. The original COE is returned to the parents at the time of registration. Maintain COE copies at the school office but not in the cumulative folders.

• Secure parent signatures on a monthly basis on the Agency for Workforce Innovation (AWI) Student Attendance and Parental Choice Certificate, AWI-VPK 03L (long form) at the end of each month. Make sure that the form is signed in blue ink and dated on or after the last school day of the month. Staple the individual student’s monthly attendance printout to this form before parents sign the form. File by month in the school’s office for state audit. DO NOT ACCEPT ANY PRE-SIGNED FORMS FOR FUTURE MONTHS. Do not fill in the calendar grid.

• Provide to the Office of Early Childhood Programs, any changes in VPK Instructional team to ensure compliance with the teacher or paraprofessional of record. The names of the teacher(s) and paraprofessional(s) of record are confirmed according to the annual Staff Survey of Voluntary Pre-K (VPK) Form that schools submit to the Office of Early Childhood Programs and to the Early Learning Coalition of Miami-Dade/Monroe. If any changes occur with the pre-kindergarten teacher or the paraprofessional, the school must inform Dr. San Juanita de la Cruz at M-DCPS Office of Early Childhood Programs 305-995-7645 and fax a new, updated Instructional Staff Survey of Voluntary Pre-K (VPK) Classrooms to 305-995-2604 (See Appendix J).

VPK Education Standards: It is strongly recommended that all teachers and paraprofessionals assigned to VPK classrooms be trained in the VPK Education Standards as this element will also be monitored. Training on the VPK Educations Standards will be communicated to schools via a Weekly Briefing.

Observation of Instructional Practices: This task will be accomplished by Early Childhood Curriculum Support Specialists (CSS) from the Office of Early Childhood Programs. When visiting the classroom, a Prekindergarten Technical Assistance Record (TAR) form and a Pre-K Classroom Profile (CP) form are completed and reviewed with the classroom teacher and a copy is provided for the school administrator. In Role Model Pre-K Programs, the Program Review form in the Teacher Handbook (Appendix X; in the Pre-K Handbook for Children with Disabilities) or the Preschool Quality Assessment (PQA) is used. These forms are submitted to the Early Learning Coalition for compliance purposes.

The following instructional practices will be observed by Curriculum Support Specialists (CSS) from the Office of Early Childhood Programs:

- At least five areas are clearly defined.
- Shelves and containers are labeled.
- Daily class schedule is posted.
- Pictorial schedule is posted.
- Child-initiated art work is at child’s eye level.
● Literacy activities are evident.
● Lesson plans must have evidence of the VPK eight domains of development.

The use of dittos is not permitted in the Pre-K classrooms during the daily routine. The HMH blackline masters may only be used for teacher use i.e., monthly newsletters, story props, and home learning.
Daily Routine Curriculum Components

Greeting Time: 8:20 a.m. - 8:35 a.m. (15 minutes)
Greeting time provides a smooth transition from home to school and gives children and adults a chance to share important information. As children arrive, quiet areas will be accessible. Daily sign-in, one week calendar, and message of the day strategies will be implemented.

Meeting Time: Oral Language & Vocabulary / Phonological Awareness
8:35 a.m. - 8:50 a.m. (15 minutes)
Teacher and paraprofessional will follow Houghton-Mifflin Harcourt (HMH) Curriculum Teacher’s Guide.

Small Groups – Literacy & Math 8:50 a.m. - 9:20 a.m. (30 minutes)
1st Group Time 8:50 a.m. - 9:05 a.m. (15 minutes)
2nd Group Time 9:05 a.m. - 9:20 a.m. (15 minutes)
The teacher and paraprofessional will implement the small group math and literacy components as indicated in the Houghton Mifflin Harcourt (HMH) Teacher’s Guide. The teacher or paraprofessional will introduce the math concepts to his/her group while the other adult reviews the literacy portion with his/her small group. (Children switch adults after 15 minutes.) The math component focuses on number sense, number and operations, patterns and seriation, geometry, spatial relations, measurement, and inquiry. The literacy component focuses on listening, speaking, vocabulary, sentences and structure, comprehension, print concepts, phonological awareness, and alphabet knowledge. Children construct their own knowledge of concepts as they interact and work with materials, including manipulatives.

Planning Time: 9:20 a.m. - 9:30 a.m. (10 minutes)
Establish a routine with children to make their Center Time activities productive and organized. Children indicate what they plan to do at the center of their choice (typically discussing what they intend do first). The adult in each of the 2 planning groups will listen to children’s plans, clarify their intent, and help children extend their plans. Planning props should be used for interactive learning.

Work/Engage Time: 9:30 a.m. - 10:15 a.m. (45 minutes) ALL CENTERS ACCESSIBLE
Children carry out their initial and subsequent plans while they are encouraged to work with any of the materials in the interest areas. Adults observe and look for opportunities to support children’s activities and conversation by encouraging thinking, clarifying concepts, extending play and investigations, and facilitating as they encounter problem-solving situations.

Clean-up and Review/Reflect 10:15 a.m. - 10:30 a.m. (15 minutes)
Children and adults return materials and equipment to their designated storage spaces. If a child has work in progress, an appropriate space will be provided for the project. The adult in each of the 2 recall groups will engage children in conversation regarding their center time experiences. Teacher and paraprofessional can also provide opportunities for reflection during the Engage (Work Time) component of Center Time.
Shared Reading/Book Skills 10:30 a.m. - 10:50 a.m. (20 minutes)
The teacher and paraprofessional will follow Houghton-Mifflin Harcourt (HMH) curriculum Teacher’s Guide. The team uses big books that contain predictable text, repetition and rhyme to develop comprehension and concepts about print and book, extend vocabulary and listening comprehension.

Large Group-Music and Movement 10:50 a.m.-11:05 a.m. (15 minutes)
The teacher and paraprofessional implement activities that provide opportunities for children to construct an understanding of the physical and social world through the direct actions and experiences they have with their bodies and senses. They move in locomotor and nonlocomotor ways, express creativity in movement, describe movement, act upon movement directions, feel and express steady beat, move with objects, sing songs, play simple musical instruments, develop melody, play games, interpret fingerplays and role play, participate in story re-enactments, engage in group discussions, cooperative play, and projects.

Letter Time/ Writing 11:05 a.m. - 11:20 a.m. (15 minutes)
The teacher and paraprofessional will follow Houghton-Mifflin Harcourt (HMH) curriculum Teacher’s Guide. Students engage in activities that develop motivation for written expression and learn the concept that print conveys meaning. Children’s knowledge of the structure of written composition is demonstrated in their dictated stories and their own beginning forms of written expression.

Closing Circle/Transition to Lunch 11:20 a.m. - 11:30 a.m. (10 minutes)
A time to review the day’s activities, discuss plans for the next day and have the children gather for finger plays, games, tell and reenact stories, sing songs, dance, play musical instruments, or reenact special events.

Dismissal Time for Children who Participate in the VPK Component of the Day Only Until 11:20 a.m.

All Other Children Remain for Lunch and the Academic Enrichment Program

Lunch 11:30 a.m. - 12:00 p.m. (30 minutes)
Children and adults engage in appropriate meal-time conversations. One adult remains with children during lunch time and the other adult has a 30 minute duty free lunch break.

Lunch may not be scheduled for VPK students prior to 11:30 a.m.

Prekindergarten Academic Enrichment Components

Transition to Classroom 12:00 p.m. - 12:05 p.m. (5 minutes)

Story Time: Traditional 12:05 p.m. – 12:15 p.m. (10 minutes)
Teacher and/or paraprofessional will present and read-aloud stories of various genres as they relate to children’s interest; providing an interesting and rewarding experience so that children form pleasant associations with literature and develop a love of reading.

Rest Time 12:15 p.m. - 12:45 p.m. (30 minutes)
Children have a time for quiet and solitary resting, sleeping or reading. The other adult in the class takes their 30 minute duty free lunch break.
Transition to Outside 12:45 p.m. – 12:50 p.m. (5 minutes)

Outside Time 12:50 - 1:20 (30 minutes) ASSORTED CENTER MATERIALS ACCESSIBLE
Teachers provide safe opportunities for children to engage in vigorous outdoor play and to develop their large muscle skills and coordination. Adults participate in and support children’s play. Teachers will collect an assortment of materials from each center to transport outdoors and have accessible to students on a daily basis. These materials will serve as alternative activities for children who may choose to use them in lieu of/in addition to gross motor activities (i.e., books, chalk, boards, dolls, trucks, foam/paper blocks, plastic blocks, puzzles, etc.). Providing opportunities for children to utilize a variety of materials fosters learning, growth and development through an extended plan-do-review.

Transition to Classroom 1:20 p.m. – 1:25 p.m. (5 minutes)

Circle Time: Social Studies, Science, Social/Emotional, Health/Safety, Projects 1:25 p.m. - 1:40 (20 minutes)
Children will be given the opportunity to expand their understanding of the world through exploration, creative arts, and projects. Teachers and paraprofessionals will implement the HMH content area components and other projects of interest to the children.

Closing Circle/Snack 1:40 p.m. - 1:50 p.m. (10 minutes)
A time to review the day’s activities, discuss plans for the next day and have the children gather for finger plays, games, tell and reenact stories, sing songs, dance, play musical instruments, or reenact special events.

Student Dismissal 1:50 p.m.

Planning Time for Teacher and Para (1:50 p.m. - 3:10 p.m.)
A time for the teacher and full-time paraprofessional to note daily observations, plan, and prepare materials for activities for the following day(s).

Computer Time
Each student should work on computer programs for a maximum of 20 minutes daily.

Lunch Time
VPK requires uninterrupted instruction during the instructional portion of the day. Therefore, lunch must always be scheduled after 11:30 a.m.

The 2010 - 2011 Daily Routine has been designed to accommodate both the Quality Counts Initiative in conjunction with VPK requirements.
STANDARD DAILY ROUTINE

8:20 a.m. - 8:35 a.m.  Greeting Time: Arrival/Sign-In
8:35 a.m. – 8:50 a.m.  Meeting Time: Oral Language, Vocabulary,
                      Phonological Awareness (HMH)
8:50 a.m. – 9:05 a.m.  Small Groups-Literacy and Math (Alternating
                      Teacher/Paraprofessional)
9:05 a.m. – 9:20 a.m.  Small Groups-Math and Literacy (Alternating
                      Teacher/Paraprofessional)
9:20 a.m. – 9:30 a.m.  Planning (two groups-teacher and paraprofessional)
9:30 a.m. – 10:15 a.m. Work Time (Centers/Areas)
                      ALL CENTERS ACCESSIBLE
10:15 a.m. – 10:30 a.m. Clean-Up and Review/Reflect
10:30 a.m. – 10:50 a.m. Shared Reading/Book Skills (HMH)
10:50 a.m. – 11:05 a.m. Large Group-Music and Movement
11:05 a.m. – 11:20 a.m. Letter Time/Writing (HMH)
11:20 a.m. – 11:30 a.m. Closing Circle
11:30 a.m. – 12:00 p.m. Lunch (Teacher’s Lunch Period)
12:05 p.m. – 12:15 p.m. Story Time
12:15 p.m. – 12:45 p.m. Rest Time (Paraprofessional’s Lunch Period)
12:50 p.m. – 1:20 p.m.  Outside Time
                      ASSORTMENT OF CENTER MATERIALS ACCESSIBLE
1:25 p.m. – 1:40 p.m.  Circle Time: Social/Emotional, Social Studies, Science
                      Projects, (HMH)
1:40 p.m. – 1:50 p.m.  Closing Circle/Snack
1:50 p.m.  Dismissal
1:50 p.m. – 3:10 p.m.  Teacher’s Planning Time with Full-Time Paraprofessional
Commitment
Miami-Dade County Public Schools has a strong commitment to quality in its early childhood programs. The determination to continually provide the best quality early childhood programs for children and families must be renewed, and continuously strengthened each year. This dedication to quality begins with providing resources, professional training and support for the teaching staff each year. Educators are being asked to master new skills and responsibilities, learn new methods of teaching and further develop their practice. Professional development has become an integral part of the teacher’s work. The Office of Early Childhood Programs is committed to providing the best staff development available.

Purpose
A primary objective for all staff development activities is to provide VPK educators with a framework for examining the events and interactions of their classrooms, their own reactions, and their need for further professional growth. It is important that teachers acquire both knowledge and skills, and strengthen their dispositions for working with children to encourage life-long learning. The staff development component is designed to encourage teachers to be knowledgeable about children’s growth and development, to take a diagnostic approach to teaching, and to use specific strategies that will support and extend individual children’s thinking and learning.

It is expected that teachers will be willing to take risks, learn from mistakes, participate in ongoing reflection and self-examination, increase knowledge and refine their skills. In compliance with the federal requirements to provide a developmentally appropriate curriculum for prekindergarten programs, teachers, and paraprofessionals will receive training in curriculum that matches the developmental stage, age, cultural and specific needs of individual children. Staff development activities include workshops, roundtable meetings, Teacher Education Center in-service activities, training provided by local colleges and universities, and classroom demonstrations.

A professional development calendar for the 2010-2011 school year will be distributed during September 2010.

Teachers New To Prekindergarten
During the initial year of training, it is expected that teachers new to prekindergarten will master the “mechanics” of the High/Scope Educational Approach framework, VPK Standards, and the HMH Pre-K Curriculum, and grow in their understanding of children and how they learn.

Veteran Prekindergarten Teachers
After the first year of training and practice, early childhood educators are encouraged to continue a quest for professional growth. This encourages teachers to become reflective practitioners, to develop and nurture the habit of inquiry, to continue to learn through dialogue about their practice, and to have collegial conversations among themselves and others.
**Instructional Support**

Curriculum Support Specialists serve as a liaison between the Office of Early Childhood Programs and the VPK classrooms. CSS’s provide teachers and school site personnel with support on the various components of the VPK program. This entails one-on-one support, Professional Development, coaching, modeling, assisting with proper classroom arrangement, VPK attendance procedures, fiscal documentation, ordering of materials, and responding to individual school/teacher needs.
Houghton Mifflin Harcourt (HMH)
Classroom Materials and Resources

Houghton Mifflin Pre-K Curriculum Themes 1 through 10

Houghton Mifflin Alphafriends Letters and Language Kit

Houghton Mifflin Sing and Share Kit

Houghton Mifflin Pre-K Math Manipulatives Kit

Houghton Mifflin Pre-K Early Growth Indicators Benchmark Assessment Booklet

Houghton Mifflin online Teacher’s Resources and Materials for VPK website is
www.eduplace.com/prek (includes HMH/VPK Standards Correlation)

http://highscope.org/file/Assessment/StateAlignments/FLke_corAlign.pdf

Houghton Mifflin Pre-K Where Bright Futures Begin!

Themes

Theme 1 Welcome to School

Theme 2 My Family, My Community

Theme 3 My Five Senses

Theme 4 Seasons All Around

Theme 5 Animals Everywhere

Theme 6 Construction Zone

Theme 7 In the City, In the Country

Theme 8 Let’s Move!

Theme 9 Growing Like Me

Theme 10 Ready for Kindergarten
<table>
<thead>
<tr>
<th>ITEM</th>
<th>QUANTITY</th>
<th>COMMENTS</th>
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<tbody>
<tr>
<td><strong>Core Program</strong></td>
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<tr>
<td>30 Big Books</td>
<td>10 Red Plastic, Theme Boxes per teacher</td>
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<tr>
<td>10 Read Aloud Books</td>
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<td>10 Teacher’s Books</td>
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<tr>
<td>10 Audio CDs for Literature and Music</td>
<td>(Themes 1-10) Contains materials listed under the core.</td>
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<tr>
<td>40 Rhyme and Chant Posters</td>
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<tr>
<td>70 Oral Language Cards</td>
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<tr>
<td><strong>Professional Development Handbook</strong></td>
<td>One per teacher</td>
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<tr>
<td><strong>Pre-K Benchmark Assessment</strong></td>
<td>One per teacher</td>
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<tr>
<td><strong>Alphafriends Letters and Language Kit</strong></td>
<td>One kit per teacher</td>
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<tr>
<td>ABC Center Ideas</td>
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<td>Alphafriends ABC Wall Display</td>
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<td>Alphafriends Big Book</td>
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<td>Alphafriends Cards</td>
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<td>Alphafriends CD</td>
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<td>Alphafriends Take-Home Books</td>
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<td>Build-a-Letter Parts and Cards</td>
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<td>Letters Cards</td>
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<tr>
<td>Picture Cards</td>
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<tr>
<td><strong>Sing and Share Kit</strong></td>
<td>One kit per teacher</td>
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<tr>
<td>Sing and Share CD</td>
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<tr>
<td>Sing and Share Flipchart</td>
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<tr>
<td>Sing and Share Activities Book</td>
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<tr>
<td><strong>Math Manipulatives Kit</strong></td>
<td>One set of manipulatives per teacher, stored in its own container.</td>
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<td>Attribute Blocks</td>
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<td>Bucket Balance</td>
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<td>Color Cubes</td>
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<td>Geometric Solids</td>
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<td>Graphing Mat</td>
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<td>Jumbo Coin Set</td>
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<td>Mama Bear Counters</td>
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<td>Number Line</td>
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<tr>
<td>Papa Bear Counters</td>
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<tr>
<td><a href="http://www.eduplace.com">www.eduplace.com</a></td>
<td>Pre-K resources for each theme</td>
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</tbody>
</table>
THE HIGH/SCOPE PRESCHOOL “WHEEL OF LEARNING”

ASSESSMENT
- Teamwork
- Daily Planning
- Daily Anecdotal Notes
- Houghton Mifflin EGIBA
- VPK Child Portfolio

ACTIVE LEARNING
- Initiative
- Florida Voluntary Prekindergarten (VPK) Standards (Aligned with KDIs)

ADULT-CHILD INTERACTION
- Interaction Strategies
- Encouragement
- Problem Solving
- Approach to Conflict
- Conscious Discipline
- Pyramid Model

DAILY ROUTINE
- Plan-Do-Review
- Small Group Times
- Large Group Times

LEARNING ENVIRONMENT
- Areas
- Materials
- Storage

Source: High/Scope Educational Research Foundation: Educating Young Children.
This chart was modified to align with the Florida Voluntary Prekindergarten Program Standards and Assessment.

KDI-High/Scope Key Development Indicators
Sample Classroom Design

ART AREA

TOY AREA

BLOCK AREA

HOUSE AREA

Bathroom

Sink
Sand Table

Door

Double Sided Shelf

Cubbie Shelf

Musical Instruments

Music Cabinet

CLASSROOM DAILY ROUTINE

Sofa

Trifold Wooden Shelf

Book Shelf

Low Shelf

Carpet

SINGLE SHELF

Single Shelf

Single Shelf

APPENDIX C

42
Sample Materials List for a High/Scope Classroom

The following list represents some of the many possible materials children could find in the interest areas (art, house, block, toy, reading and writing, sand and water, music and movement areas) in a HighScope classroom. Use this list to help plan for materials you want to add to the areas in your setting.

Art Area

Materials for Mixing and Painting
Tempera Paint
Liquid Starch for Finger Paint
Soap Flakes
Water-Color Paints
Easels
Plastic Squeeze Bottles
Jars with Lids for Storing Paint
Paintbrushes of Different Sizes
Muffin Tins, Frozen Food Tins
Saucers for Painting, Printing
Sponges
Paper Towels
Smocks or Paint Shirts
Toothbrushes
Screening

Art Area (Continued)

Materials for Two-Dimensional Representations
Pencils
Colored Pencils
Crayons
Chalk and Chalkboard
Markers
Ink Pads and Stamps
Magazines and Catalogs
Paper of Different Sizes, Textures, Colors
Newspaper
Aluminum Foil
Wax Paper
Tissue Paper
Cotton Balls
Paper Plates Shoe Boxes
Wallpaper Samples
Cardboard Pieces

Materials for Holding Things Together and Taking them Apart
Scissors
Yarn
Shoestrings
String
Rubber Bands
Paper Clips
Cellophane Tape
Masking Tape
White Glue
Paste
Paper Punch
Staplers

Materials for Three-Dimensional Representations
Clay
Play-Doh with Accessories
Buttons
Straws
Egg Carton
Ice Cream Tubs
Empty Thread Spools
Pipe Cleaners
Clothespins
Bits of Wood
Sequins
Cardboard Tubes
Paper Bags
Cloth, Felt, Rug, Vinyl Scraps
Feathers
Styrofoam Bits
Macaroni
House Area
Materials Children See at Home
Telephones
Old Clocks
One-Step Stepladder
Plastic Tool Box
Child-Sized Ironing Board, Iron
Soft Chair
Small Vacuum Cleaner
Broom and Dustpan
Toaster
Non-Working Microwave
Luggage
Cooler or Ice Chest
Desk
Small Tables and Chairs

House Area (Continued)
Kitchen Equipment
Measuring Cups
Canister Set
Sifter
Potholders
Adult-Sized Plates, Cups and Bowls
Sponges, Dishcloths and Towels
Napkins and Placemats
Plastic Fruit
Plastic Vegetables
Poker Chips and Bottle Caps
Styrofoam Bits, Buttons, Small Pine Cones
Acorns
Cereal Boxes
Cans, Cartons, Jars and Bags

Materials for Pretend Play
Props for Pretend Play (e.g., Barbershop, farm, fire station, doctor’s office, restaurant, gas station)
Dolls and Stuffed Animals
Doll Beds
Baby Rattles, Bibs and Bottles
Clothes and Hats
Mirror
Sleeping Bag

Block Area
Materials to Build With
Building Materials
Large Hollow Blocks
Unit Blocks
Small Blocks
Cardboard Blocks
Blocks Made from Shoe Boxes
Milk Cartons
Carpet Pieces
Bedspreads, Old Sheets and Blankets
Large and Small Boxes
Wood Scraps
 Tubes
String and Rope

Kitchen Equipment
Child-Sized Stove, Refrigerator and Sink
Adult-Sized Pots and Pans
Cooking Utensils
Large and Small Spoons
Large and Small Spatulas
Eggbeater
Egg Timer
Teapot
Coffee Maker
Ladle
Ice Cube Trays
Hamburger Press
Cake Tins
Mixing Bowls

Materials to Represent With
Steering Wheel
Used Keyboard
Telephone
Small Trucks
Small Cars and People
Tinkertoys
Interlocking Boards
Wooden Train Set and Track
Barn and Farm Animals
Toy Area
Legos
Marble Games
Puppets
Puzzles
Magnifying Glasses
Nesting Cans, Coffee Cans or Cups
Cuisenaire Rods
Washers, Nuts-and-Bolts
Pegs and Pegboards
Stacking Rings
Magnets
Interlocking Squares
Scales and Balances
Bead Stringing Materials
Attribute Blocks
Buttons, Stones and Shells
Picture Diminoes
Parquetry Blocks
Little People

Sand and Water Area
Materials for a Water Table
Plastic Cars and Trucks
Pans, Dishes and Silverware
Plastic Tubing
Squeeze Bottle
Siphon and Pump
Funnels
Measuring Cups and Spoons
Smocks

Materials for a Sand Table
Materials also found in Water Table
Shovels and Spoons
Sifters and Strainers
Dried Beans, Peas, Sawdust and Wood

Reading and Writing Area
Materials for Writing
Pencils
Crayons
Erasers
Old Computer Keyboard
Markers
Typewriter
Rubber Stamps
Paper Clips
Tape
Rulers
Different Kinds of Paper: Graph paper; paper with and without lines
Envelopes
Stamps and Stickers
Inkpad

Materials for Reading
Assorted Books
Photograph Books (Field Trips, etc.)
Child-Made Books
Beanbag Chair
Children Magazines
Books on CD

Music and Movement Area
Equipment
Tape Player
Tape/Recorded Music
Tapes of Teacher or other Adults
Reading Stories
Microphone
Earphones
Streamers

Musical Instruments
Triangles
Bells
Sand Blocks
Maracas
Wooden Xylophone
Tambourines
Drums Claves
**Miami-Dade County Public Schools**  
**Voluntary Prekindergarten Daily Lesson Plan**

<table>
<thead>
<tr>
<th>Date:</th>
<th>Adults:</th>
</tr>
</thead>
</table>

### 8:20 am – 8:35 am  
**Greeting Time: Arrival/Sign-In (All Centers Accessible)**

**Objective:** To develop a sense of community and to assist children making the transition from home to school. To engage in meaningful conversations with parents and teachers.

**Activity:** Daily sign-in, create message for the day, one-week calendar...

**Materials:** Sign-in sheet, message board

**Evaluation:** Teacher Observation & HMH Assessment

### 8:35 am – 8:50 am  
**Meeting Time: Oral Language, Vocabulary, Phonological Awareness (HMH)**

**Objective:** To develop skills in identifying and strengthening phonemic awareness and phonics, (rhymes, blending, segmenting, alphabetic knowledge, onset and rime), comprehension and vocabulary.

**Activity:** Daily sign-in, create message for the day, one-week calendar...

**Materials:** Sign-in sheet, message board

**Evaluation:** Teacher Observation & HMH Assessment

| 8:50 am – 9:20 am  
**HMH Small Groups-Literacy & Math (2 Groups-Teacher/Paraprofessional)** |
|-------------------------------------------------|

**Objective:** To develop math concepts and literacy skills.

**Activity Group 1:**

**Materials:**

**Evaluation:** Teacher Observation & HMH Assessment

**VPK Domain/Component Standard:**

### 8:50 am – 9:05 am  
**Center Time: Small Groups-Literacy & Math**

*One Small group engages in math activities and the other Small Group engages in literacy activities or observed area of need.*

*8:50 am - 9:05 am Groups switch.*

**Group Objective:** To have children indicate what they are going to do during Work/Center Time. Adults support each child’s plan and help the child extend plans.

### 9:20 am – 9:30 am  
**Planning Time (2 Groups-Teacher/Paraprofessional)**

**Objective:** To have children indicate what they are going to do during Work/Center Time. Adults support each child’s plan and help the child extend plans.

<table>
<thead>
<tr>
<th>9:20 am – 9:30 am Planning Time (2 Groups-Teacher/Paraprofessional)</th>
<th>9:20 am – 9:30 am Planning Time (2 Groups-Teacher/Paraprofessional)</th>
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</table>

<table>
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<tr>
<th>9:20 am – 9:30 am Planning Time</th>
<th>9:20 am – 9:30 am Planning Time</th>
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</thead>
</table>

Each child decides what to do and converses with an adult who understands the planning process.

**Group Objective:** To have children indicate what they are going to do during Work/Center Time. Adults support each child’s plan and help the child extend plans.
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Materials</th>
<th>Evaluation</th>
<th>VPK Domain/Component Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:30 am – 10:15 am</td>
<td><strong>Work Time: Do/Engage (All Centers Accessible)</strong></td>
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<tr>
<td></td>
<td><em>Children begin what they have chosen to do with the appropriate materials and people and continue until they have completed their plans or changed them. Adults use specific interaction strategies to join, support and extend children’s engagement.</em></td>
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<td></td>
<td><strong>Objective:</strong> To have the children carry out their intentions as they participate in a social setting. Adults converse with children and enable them to construct knowledge, as they participate in play.</td>
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<tr>
<td></td>
<td><strong>Activity:</strong></td>
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<td><strong>Materials to Add:</strong></td>
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<tr>
<td></td>
<td><strong>Evaluation:</strong> Teacher Observation &amp; HMH Assessment</td>
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<tr>
<td></td>
<td><strong>VPK Domain/Component Standard:</strong></td>
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<tr>
<td>10:15 am – 10:30 am</td>
<td><strong>Clean-Up &amp; Recall Time (2 Groups - Teacher/Paraprofessional)</strong></td>
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<tr>
<td></td>
<td><strong>Objective:</strong> To have children return materials and equipment to their storage spaces and store work in progress. To have children review and discuss their work.</td>
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<tr>
<td></td>
<td><strong>Activity:</strong></td>
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<td><strong>Materials:</strong></td>
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<td><strong>Evaluation:</strong> Teacher Observation &amp; HMH Assessment</td>
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<td><strong>VPK Domain/Component Standard:</strong></td>
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<tr>
<td>10:30 am – 10:50 am</td>
<td><strong>Shared Reading/Book Skills</strong></td>
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<td></td>
<td><em>Adults use a big book that contains predictable text, repetition and rhyme.</em></td>
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<td><strong>Objective:</strong> To develop comprehension and concepts about print and books, extend vocabulary and listening comprehension.</td>
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<td><strong>Activity:</strong></td>
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<td><strong>Materials:</strong> (Story Title)</td>
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<td><strong>VPK Domain/Component Standard:</strong></td>
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<tr>
<td>10:50 am – 11:05 am</td>
<td><strong>Large Group Music and Movement</strong></td>
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<td></td>
<td><em>Children and adults get together to move in locomotor and nonlocomotor ways, express creativity in movement, describe movement, act upon movement directions, feel and express steady beat, move with objects, sing songs, play instruments, participate in story re-enactments, engage in group discussion and cooperative play.</em></td>
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<td><strong>Activity:</strong></td>
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<td><strong>VPK Domain/Component Standard:</strong></td>
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<tr>
<td>11:05 am – 11:20 am</td>
<td><strong>Letter Time/ Writing</strong></td>
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<td><em>Objective:</em> To give children and adults an opportunity to come together to expand oral language and vocabulary as they contribute to a writing activity (shared, interactive, or independent).*</td>
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<td><strong>Activity:</strong></td>
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<tr>
<td>Time</td>
<td>Activity</td>
<td>Materials</td>
<td>Evaluation</td>
<td>VPK Domain/Component Standard</td>
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</tbody>
</table>
| 11:20 am – 11:30 am  | **Closing Circle/Transition to Lunch**  
Children and adults get together to play games, tell and reenact stories, sing songs, do finger plays, dance, play musical instruments, or reenact special events. *Children come converse about the day, plan for tomorrow, etc* This time is an opportunity for each child to participate in a large group, sharing ideas, and learning from the ideas of others; they review the day, discuss plans for the next day, and/or have children choose closing songs. | **Activity:**  
|               | **Materials:**                                                                               | **Evaluation:** Teacher Observation & HMH Assessment  
**VPK Domain/Component Standard:**                                                                 |                     |                               |

<table>
<thead>
<tr>
<th>11:30 am – 12:00 pm Lunch</th>
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</table>

| 12:05 pm – 12:15 pm  | **Story Time (Traditional)**  
*Adults read a storybook in a variety of interactive modes, modeling appropriate reading behaviors.*  
**Objective:** To listen to stories for oral language development, comprehension, social-emotional and pleasure. |
|----------------------|--------------------------------------------------------------------------------------------|
| 12:15 pm – 12:45 pm  | **Rest Time**  
*A time for quiet, solitary on-your own mat resting, sleeping, an adult to read authentic literature/story or listening to soft music.*  
**Objective:** To set aside a time when lights are dim and activity level is calm. This allows children to rest, gain composure and recharge. |
|----------------------|--------------------------------------------------------------------------------------------|
| 12:50 pm – 1:20 pm  | **Outside Time**  
*An informal Plan-Do-Review in which the children have the opportunity to engage in vigorous physical activities and use a variety of materials that foster learning and overall growth and development from all work areas/centers.*  
**Objective:** To engage children in vigorous, noisy outdoor play and/or engage in play with materials from work areas/centers.  
Adults participate in and support children’s play. |
|----------------------|--------------------------------------------------------------------------------------------|
| 1:25 pm – 1:40 pm  | **Social Studies, Science, Social/Emotional, Health/Safety, Projects**  
*Children will use the scientific method, research techniques, reading and writing to create and construct products based on classroom interests.*  
**Objective:** To provide children the opportunity to expand their scope of the world through exploration, creative arts, and investigative projects. Teachers/paraprofessionals will utilize the project-based method to facilitate children’s creation and construction of products by using the scientific method, research techniques, reading, writing, and the 5 E’s instructional model (engage, explore, explain, evaluate, and extend). |
|----------------------|--------------------------------------------------------------------------------------------|
|                       | **Activity:**                                                                               | **Materials:**                                                                               | Evaluation: Teacher Observation & HMH Assessment  
**VPK Domain/Component Standard:**                                                                 |                     |                               |
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>1:40 pm – 1:50 pm</td>
<td><strong>Closing Circle/Snack</strong>&lt;br&gt;&lt;br&gt;<strong>Objective:</strong> Children and adults get together to play games, tell and reenact stories, sing songs, do finger plays, dance, play musical instruments, or reenact special events. <em>Children can converse about the day, plan for tomorrow, etc</em> This time is an opportunity for each child to participate in a large group, sharing ideas, and learning from the ideas of others; they review the day, discuss plans for the next day, and/or have children choose closing songs.</td>
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<tr>
<td>1:50 pm - Dismissal</td>
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<tr>
<td>1:50 pm – 3:10 pm</td>
<td><strong>Planning Time for Teacher and Paraprofessional</strong></td>
</tr>
</tbody>
</table>
Child’s Name_________________________________ School____________________________________

Teacher_____________________________________ Time Period

☐ 1 Date___________________________

☐ 2 Date___________________________

☐ 3 Date___________________________

<table>
<thead>
<tr>
<th>Physical Health</th>
<th>Some Progress</th>
<th>Almost Mastered</th>
<th>Mastered</th>
<th>Standard Not Yet Observed</th>
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<tbody>
<tr>
<td>Physical Health</td>
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<tr>
<td>1. Shows characteristics of good health to facilitate learning</td>
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<tr>
<td>2. Demonstrates visual ability to facilitate learning</td>
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<tr>
<td>3. Exhibits auditory ability to facilitate learning</td>
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<td>4. Performs oral hygiene routines</td>
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<tr>
<td>5. Shows familiarity with the role of a primary health care provider</td>
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<tr>
<td>Knowledge of Wellness</td>
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<tr>
<td>1. Shows that basic physical needs are met</td>
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<td>2. Follows basic health and safety rules</td>
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<td>3. Participates in physical fitness activities</td>
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<td>4. Makes wise food choices</td>
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<tr>
<td>5. Performs some self-care tasks independently</td>
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<td>Notes:</td>
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</table>

Approaches to Learning

Eagerness and Curiosity
1. Shows eagerness and curiosity as a learner

Persistence
1. Attends to tasks and seeks help when encountering a problem

Creativity and Inventiveness
1. Approaches tasks with flexibility and inventiveness

Planning and Reflection
1. Shows some planning and reflection

Notes:
## Social and Emotional Development

<table>
<thead>
<tr>
<th>Standard</th>
<th>Some Progress</th>
<th>Almost Mastered</th>
<th>Mastered</th>
<th>Standard Not Yet Observed</th>
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<tbody>
<tr>
<td><strong>Self Concept</strong></td>
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<tr>
<td>1. Demonstrates self-concept</td>
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<td>2. Shows some self-direction</td>
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<tr>
<td><strong>Self Control</strong></td>
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<tr>
<td>1. Follows simple classroom rules and routines</td>
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<tr>
<td>2. Uses classroom materials carefully</td>
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<tr>
<td>3. Manages transitions</td>
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<tr>
<td><strong>Relationships with Adults</strong></td>
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<tr>
<td>1. Interacts easily with familiar adults</td>
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<td>2. Seeks adult assistance appropriately</td>
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<tr>
<td><strong>Relationship with Peers</strong></td>
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<tr>
<td>1. Interacts easily with one or more children</td>
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<td>2. Develops special friendships</td>
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<td>3. Participates in the group life of the class</td>
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<td>4. Shows empathy and caring for others</td>
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<tr>
<td><strong>Creativity and Inventiveness</strong></td>
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<tr>
<td>1. Approaches tasks with flexibility and inventiveness</td>
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<tr>
<td><strong>Social Problem-Solving</strong></td>
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<tr>
<td>1. Seeks adult help when needed to resolve conflicts</td>
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## Language and Communication

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<th>Some Progress</th>
<th>Almost Mastered</th>
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<th>Standard Not Yet Observed</th>
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<tbody>
<tr>
<td><strong>Listening</strong></td>
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<tr>
<td>1. Gains meaning by listening</td>
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<td>2. Follows two- and three-step directions</td>
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<tr>
<td><strong>Speaking</strong></td>
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<tr>
<td>1. Follows simple classroom rules and routines</td>
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<tr>
<td><strong>Vocabulary</strong></td>
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<tr>
<td>1. Shows an understanding of words and their meaning</td>
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<tr>
<td>2. Uses an expanded vocabulary to describe many objects, actions, and events</td>
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<tr>
<td><strong>Sentences and Structure</strong></td>
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<tr>
<td>1. Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences</td>
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<tr>
<td>2. Connects phrases and sentences to build ideas</td>
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<tr>
<td><strong>Conversation</strong></td>
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<tr>
<td>1. Uses language to express needs and feelings, share experiences, predict outcomes, and resolve problems</td>
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<tr>
<td>2. Initiates, asks questions, and responds to adults and peers in a variety of settings</td>
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<tr>
<td>3. Uses appropriate language and style for context</td>
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Notes:
### Emergent Literacy

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<tr>
<td><strong>Emergent Reading</strong></td>
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<tr>
<td>1. Shows motivation for reading</td>
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<td>2. Shows age-appropriate phonological awareness</td>
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<td>3. Shows alphabetic knowledge</td>
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<td>4. Shows understanding of text read aloud</td>
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<td><strong>Emergent Writing</strong></td>
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<td>1. Shows motivation to engage in written expression</td>
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<td>2. Uses letter-like shapes, symbols, and letters to convey meaning</td>
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<tr>
<td>3. Demonstrates age-appropriate ability to write letters</td>
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<td>4. Shows knowledge of structure of written composition</td>
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<tr>
<td><strong>Vocabulary</strong></td>
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<td><strong>Sentences and Structure</strong></td>
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<tr>
<td><strong>Conversation</strong></td>
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<tr>
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<tr>
<td>2. Initiates, asks questions, and responds to adults and peers in a variety of settings</td>
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<tr>
<td>3. Uses appropriate language and style for context</td>
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<tr>
<td><strong>Mathematical and Scientific Thinking</strong></td>
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<tr>
<td><strong>Mathematical Thinking: Number Sense</strong></td>
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<tr>
<td>1. Demonstrate understanding of one-to-one correspondence</td>
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<tr>
<td>2. Shows understanding of how to count and construct sets</td>
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<td>3. Shows understanding by participating in the comparison of quantities</td>
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<tr>
<td>4. Assigns and relates numerical representations among numerals (written), sets of objects, and number names (spoken) in the range of five to ten</td>
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<td>5. Counts and knows the sequence of number names (spoken)</td>
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<tr>
<td>6. Shows understanding of and uses appropriate terms to describe ordinal positions</td>
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<tr>
<td><strong>Number and Operations</strong></td>
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<tr>
<td>1. Shows understanding of how to combine sets and remove from a concrete set of objects (receptive knowledge)</td>
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<tr>
<td>Standard</td>
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<td>Standard Not Yet Observed</td>
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<tr>
<td>2. Shows understanding of addition and subtraction using a concrete set of objects (expressive knowledge) or story problems found in everyday classroom activities</td>
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<td>3. Begins to develop an understanding of separating a set into a maximum of four parts, with teacher support and multiple experiences over time</td>
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</table>

**Patterns and Seriation**

1. Recognize patterns and non-patterns (e.g., red/blue, red/blue vs. rainbow)
2. Duplicates identical patterns with at least two elements
3. Recognizes pattern units (e.g., red/blue, dog, cat; red/blue/yellow, dog/cat/cow)
4. Orders, compares, and describes objects according to a single attribute (seriation)

**Geometry**

1. Understands various two-dimensional shapes, including circle, triangle, square, rectangle, oval, and other less common shapes (e.g., trapezoid)
2. Shows understanding that two-dimensional shapes are equivalent (remain the same) in different orientations
3. Understands various three-dimensional shapes, including sphere, cube, cone, and other less common shapes (e.g., cylinder, pyramid)
4. Analyzes and constructs examples of simple symmetry and non-symmetry in two-dimensions, using concrete objects

**Spatial Relations**

1. Shows understanding of and uses several positional words (e.g., above, below, next to, beside, on top of, inside, outside)
2. Describes relative position from different perspectives (e.g., “I am on top of the climber and you are below me.”)
3. Understands and can tell the difference between orientation terms such as horizontal, diagonal, and vertical
4. Uses directions to move through space and find places in space (e.g., obstacle courses, Simon Says, Mother May I?, hopscotch, giving simple directions)

**Measurement**

1. Compares continuous quantities using length, weight, and height
2. Represents and analyzes

**Scientific Thinking: Inquiry**

1. Asks questions and uses senses to observe and explore materials and natural phenomena
2. Uses simple tools and equipment for investigation
3. Makes comparisons among objects

Notes:
### Social Studies and The Arts

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<tr>
<th>Standard</th>
<th>Some Progress</th>
<th>Almost Mastered</th>
<th>Mastered</th>
<th>Standard Not Yet Observed</th>
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<tbody>
<tr>
<td><strong>Social Studies: People, Past and Present</strong></td>
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<tr>
<td>1. Identifies similarities and differences in personal and family characteristics</td>
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<tr>
<td><strong>Human Interdependence</strong></td>
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<td>1. Begins to understand family needs, roles and relationships</td>
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<td>2. Describes some people’s jobs and what is required to perform</td>
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<tr>
<td>3. Begins to be aware of technology and how it affects life</td>
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<tr>
<td><strong>Citizenship and Government</strong></td>
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<tr>
<td>1. Demonstrates awareness of rules</td>
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<tr>
<td>2. Shows awareness of what it means to be a leader</td>
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<tr>
<td><strong>People and Where They Live</strong></td>
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<tr>
<td>1. Describes the location of things in the environment</td>
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<td>2. Shows awareness of the environment</td>
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<tr>
<td><strong>The Arts: Expression and Representation</strong></td>
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<tr>
<td>1. Uses a variety of art materials for tactile experience and exploration</td>
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<tr>
<td>2. Participates in group music experiences</td>
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<tr>
<td>3. Participates in creative movement, dance, and drama</td>
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<tr>
<td><strong>Understanding and Appreciation</strong></td>
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<tr>
<td>1. Responds to artistic creations or events</td>
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<td>Notes:</td>
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</table>

### Motor Development

<table>
<thead>
<tr>
<th>Standard</th>
<th>Some Progress</th>
<th>Almost Mastered</th>
<th>Mastered</th>
<th>Standard Not Yet Observed</th>
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</thead>
<tbody>
<tr>
<td><strong>Gross Motor Development</strong></td>
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<tr>
<td>1. Moves with balance and control</td>
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<td>2. Coordinates movements to perform simple tasks</td>
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<tr>
<td><strong>Fine Motor Development</strong></td>
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<tr>
<td>1. Uses strength and control to perform simple tasks</td>
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<tr>
<td>2. Uses eye-hand coordination to perform tasks</td>
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<tr>
<td>3. Shows beginning control of writing, drawing, and art tools</td>
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<tr>
<td>Notes:</td>
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</tbody>
</table>

**Source:** Florida Voluntary Prekindergarten Education Standards: Florida Department of Education 2008

Complete the Child Progress Portfolio three times per year and review with parents at conferences. Use a different color of ink to mark where the child is at each point during the school year. Parents are given the Child Progress Portfolio at the end of the school year and are encouraged to share it with their child’s kindergarten teacher.
## Miami-Dade County Public Schools
### Prekindergarten Program
#### Summary of Voluntary Prekindergarten Accomplishments

<table>
<thead>
<tr>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Health</td>
</tr>
<tr>
<td>Approaches to Learning</td>
</tr>
<tr>
<td>Social and Emotional Development</td>
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<tr>
<td>Language and Communication</td>
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<tr>
<td>Emergent Literacy</td>
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<tr>
<td>Mathematical and Scientific Thinking</td>
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<tr>
<td>Social Studies and the Arts</td>
</tr>
<tr>
<td>Motor Development</td>
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</tbody>
</table>

Parent’s Signature: ________________________________ Date: ____________________
Houghton Mifflin Harcourt (HMH) Prekindergarten

School: ___________________________________ WL# ________ Teacher: __________________________ Date: ________________________

**Class Summary Sheet**

<table>
<thead>
<tr>
<th>Child’s Name</th>
<th>Word Parts</th>
<th>Beginning Sounds</th>
<th>Letter Recognition</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Beginning</td>
<td>Middle</td>
<td>End</td>
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<tr>
<td>1.</td>
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<td>18.</td>
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</tbody>
</table>
Class Summary Sheet

<table>
<thead>
<tr>
<th>Child’s Name</th>
<th>Oral Counting</th>
<th>Number Identification</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Beginning</td>
<td>Middle</td>
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</table>
Strategies for English Language Learner (ELL) Prekindergarten Students

The communication strategies of the High/Scope Approach are compatible with and often identical to ELL strategies for young children acquiring a first or second language. These developmentally appropriate High/Scope interaction strategies include:

1. Join the child at their level.
2. Use the SOUL process to approach interactions with the child.
   - Silently approach the child at play
   - Observe what the child is doing
   - Understand the child’s action(s)
   - Listen to what the child is saying
3. Use interactive matching and turn-taking.
4. Use comments or observations as conversational openers.
5. Label and describe the child’s actions.
6. Acknowledge what the child says by responding, repeating or restating.
7. Ask the ELL student and parents to bring in native language magazines.
8. Ask bilingual parents to do cultural demonstrations in the classroom.
9. Tie the cultures of the ELL child to your curriculum whenever possible.
10. Encourage the child to write in a home language journal (draw pictures of people and places in their home country).
11. Encourage children to expand or extend the range of the conversation.
12. Use questions sparingly.

Other early childhood and ELL strategies that are appropriate for all young children include:

- Create a warm, friendly, supportive and well-structured atmosphere
- Provide a consistent and balanced daily routine
- Model language, attitudes and behaviors
- Talk with children who are non-verbal
- Relate activities to the interest of children
- Listen carefully to children
- Use non-verbal cues, i.e. gesturing, pointing, facial expressions
- Use pictures, visuals, 3-dimensional models and real objects
- Use puppets
- Provide multi-sensory materials
- Provide multi-cultural materials
- Read to children daily
- Use books with clear, colorful pictures
- Record their speaking and play it back
- Label objects in the classroom
- Display pictures in your classroom from the child’s home country.
- Keep a collection of pictures from different countries
- Use books with repetition
- Encourage role playing
- Anticipate errors
- Present information in small steps
- Give hints and suggestions
- Speak slowly and naturally
- Use vocabulary in context
- Teach simple rhymes and songs
- Use choral speaking
- Provide opportunities for conversation
- Use cue cards
- Use substitution word games
- Use self-talk (thinking aloud)
- Simplify problems
- Use eye contact
- Use tapes or stories
- Use puppets
- Use various learning methods
- Pair ELL with a more verbal child
- Use tapes or recorded stories
- Read books in the child’s home language
- Listen to the child’s native language music
2010-2011 Instructional Staff Survey of Voluntary Prekindergarten (VPK) Classrooms

Name of School  ___________________________________________________________  Work Location Number __________________________

How many VPK classes does your school have? ________________  
Check One: □ Title I  □ Fee-Supported  □ Role Model

<table>
<thead>
<tr>
<th>Name of Teacher</th>
<th>Employee Number</th>
<th>Credentials (Indicate if degree is in Early Childhood)</th>
<th>List all Certifications</th>
</tr>
</thead>
<tbody>
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<td>1.</td>
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</table>

<table>
<thead>
<tr>
<th>Name of Paraprofessional</th>
<th>Employee Number</th>
<th>Credentials (Indicate if degree is in Early Childhood)</th>
<th>List all Certifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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</tbody>
</table>

Principal’s Signature: ___________________________________________  Date: ___________________________________________

Please return by fax to: 305-995-2604  Use as many pages as necessary.
OFFICE OF EARLY CHILDHOOD PROGRAMS

Ms. Milagros Fornell
Associate Superintendent

Dr. Magaly C. Abrahante
Assistant Superintendent

Dr. Marisel Elías-Miranda
Administrative Director
meli@dadeschools.net

Dr. San Juanita de la Cruz, District Supervisor
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Dr. Cyd Heyliger-Browne, District Supervisor
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Mrs. Kim Roy, Instructional Support Specialist
kroy@dadeschools.net

Curriculum Support Specialist

Dr. Maite Riestra-Quintero, mriestraquint@dadeschools.net
The School Board of Miami-Dade County, Florida adheres to a policy of nondiscrimination in employment and educational programs/activities receiving Federal financial assistance from the Department of Education, and strives affirmatively to provide equal opportunity for all as required by:

**Title VI of the Civil Rights Act of 1964** - prohibits discrimination on the basis of race, color, religion, or national origin.

**Title VII of the Civil Rights Act of 1964 as amended** - prohibits discrimination in employment on the basis of race, color, religion, gender, or national origin.

**Title IX of the Education Amendments of 1972** - prohibits discrimination on the basis of gender.

**Age Discrimination in Employment Act of 1967 (ADEA) as amended** - prohibits discrimination on the basis of age with respect to individuals who are at least 40.

**The Equal Pay Act of 1963 as amended** - prohibits gender discrimination in payment of wages to women and men performing substantially equal work in the same establishment.

**Section 504 of the Rehabilitation Act of 1973** - prohibits discrimination against the disabled.

**Americans with Disabilities Act of 1990 (ADA)** - prohibits discrimination against individuals with disabilities in employment, public service, public accommodations and telecommunications.

**The Family and Medical Leave Act of 1993 (FMLA)** - requires covered employers to provide up to 12 weeks of unpaid, job-protected leave to "eligible" employees for certain family and medical reasons.


**Florida Educational Equity Act (FEEA)** - prohibits discrimination on the basis of race, gender, national origin, marital status, or handicap against a student or employee.

**Florida Civil Rights Act of 1992** - secures for all individuals within the state freedom from discrimination because of race, color, religion, sex, national origin, age, handicap, or marital status.

**School Board Rules 6Gx13- 4A-1.01, 6Gx13- 4A-1.32, and 6Gx13- 5D-1.10** – prohibit harassment and/or discrimination against a student or employee on the basis of gender, race, color, religion, ethnic or national origin, political beliefs, marital status, age, sexual orientation, social and family background, linguistic preference, pregnancy, or disability.

**Veterans are provided re-employment rights in accordance with P. L. 93-508 (Federal Law) and Section 205.07 (Florida Statutes), which stipulate categorical preferences for employment.**

Revised 5/9/03