



PRESCHOOL WEEKLY TEAM LESSON PLANNING PROTOCOL OVERVIEW

Step One:

Planning with Standards and Goals for Children's Learning and Development

- What are the standards and goals we hold for children's learning and development?

Step Two:

Using Child Data to Identify Specific Learning Objectives

- What does our data tell us about children's progress towards the standards and goals for children's learning and development?
- Based on children's progress data, what are the specific learning objectives, we will focus on this week for the whole class, for sub-groups of children, and for individuals?
- What else have we learned about children in our class that will help us design engaging and meaningful learning experiences for them?

Step Three:

Designing Explorations, Interactions and Instruction

- What learning environments and experiences will we choose or create this week that will:
 - Build on children's interests and home experiences?
 - Advance their learning and development towards the specific learning objectives we identified in step 2?
- How will we facilitate children's learning through our interactions and instruction in the planned environments and experiences this week? Specifically, how will we provide emotional supports, behavior guidance, and connect with children to extend their learning?

Step Four:

Planning for Team Teaching and Documentation

- Who will organize and facilitate the different learning experiences we have planned?
- How will we support each other this week?
- How will we know our plans were effective in advancing children's learning and development?
- How will we document their learning?

Step One:

References and Resources

- Illinois Early Learning and Development Standards
- Curriculum goals and objectives (e.g. Teaching Strategies GOLD objectives; High Scope COR)
- Common Core Standards for Kindergarten
- Family goals from enrollment forms, family partnership agreements, individual family support plans, and/or family conference forms
- Dual-language learning goals (if relevant)
- Individual Education Plans (IEPs) (if relevant)

Step Two:

References and Resources

- Child observations including written observations, photos, and videos
- Family input and observations from enrollment forms, home visit forms, family conference forms, verbal and other written communication
- Child assessment reports – individual and/or classroom (e.g. GOLD assessment Classroom Profile Report or Snapshot Report)
- Developmental screenings, including social-emotional development screenings
- Special Education evaluations reports and progress notes (if relevant)

Step Three:

References and Resources

- Curricula resources
- Classroom Assessment Scoring System (CLASS-Pre-K) Dimension Overview, Dimensions Guide, or Manual
- Early Childhood Environmental Rating Scale (ECERS)
- Danielson Framework for Teaching
- Illinois Professional Teaching Standards
- Supervisory and/or coaching observations and other classroom observation data (CLASS, ECERS, Danielson data)

Step Four:

References and Resources

- IL Early Learning and Development Standards
- Curriculum goals and objectives and curriculum-based assessment tools (e.g. Teaching Strategies GOLD; High Scope COR Advantage)