Raising Raiders Preschool Program
Parent Academy

Thank you for joining. We will start shortly.

Raising Raiders Preschool Program
Parent Academy

Attendance, Creative Curriculum & Assessment

Welcome to our 1st Parent Academy of the year!

Michelle Tucker
Preschool Instructional Coach

Ally LaReau
Preschool Instructional Coach

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Agenda

01- Attendance Matters
02- Our Curriculum
03- Our Environment
04- Our Schedule
05- Teaching Strategies

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Student Attendance

- Consistent attendance is critical starting in PreK.
- When children miss 10% or more of the school year, research suggests it is harder for them to develop a strong base for learning.
- Being absent 2 or more days a month can add up to missing 10 percent of the school year.
- Also, we find when students are absent, they have a hard time re-adjusting to the routine upon return.

Go-Learn-Grow

Improving the school attendance of New Jersey's youngest learners

Attendance in Preschool and Kindergarten Spells Future Success!

Every day that your preschooler or kindergartner is in school builds their foundation for learning.
Missing two or more days each month can make it harder for them to succeed.
Navigating the path to your child's learning is a team effort.



Busy schedule? Set up a morning routine. Prepare your child's backpack the night before.

Transportation issues? Talk to a neighbor or other parent to create a backup plan for transportation.

Not sure how many days your child has missed? Ask your child's teacher for updates or start to track days on your own.

Not sure when to keep your child home from school? Check with your school nurse or doctor.

Regular attendance helps your child:

- Learn numbers, letters, and shapes
- Learn to manage emotions and behaviors
- Learn early reading and writing skills
- Achieve future academic milestones



Let's work together to make sure children attend school every day!

Questions? Contact your child's teacher, school, or parent organization.

New Jersey Department of Education. (2014). Preschool Teaching and Learning Standards. Trenton, NJ: State of New Jersey Department of Education.
New Jersey Department of Education. (2016). Kindergarten Student Learning Standards. Trenton, NJ: State of New Jersey Department of Education.
Connolly, F., & Olson, L. (2012). Early elementary performance and attendance in Baltimore City Schools' pre-kindergarten and kindergarten. Baltimore, MD: Baltimore Education Research Consortium
Ehrlich, S. B., Gwynne, J. A., & Allensworth, E. M. (2018). Pre-kindergarten attendance matters: Early chronic absence patterns and relationships to learning outcomes. Early Childhood Research Quarterly, 44, 136-151.

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What kind of program are we?

- High-quality
- Safe and nurturing
- Developmentally appropriate

02- Our Curriculum

The Creative Curriculum is a research-based, developmentally appropriate curriculum that is adaptive to meet the needs of every child. It builds children's confidence, creativity, and critical thinking skills through hands-on, project-based exploration. It also helps teachers create a high-quality learning environment for the children in their care. Through studies, which are hands-on, project-based investigations, The Creative Curriculum helps teachers set children up for success, no matter where life leads.

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03- Our Environment

A physical setting that is safe, organized, comfortable and well designed helps children engage in the activities and experiences we offer. In order to support constructive and purposeful play, our classrooms are set up into the following centers:

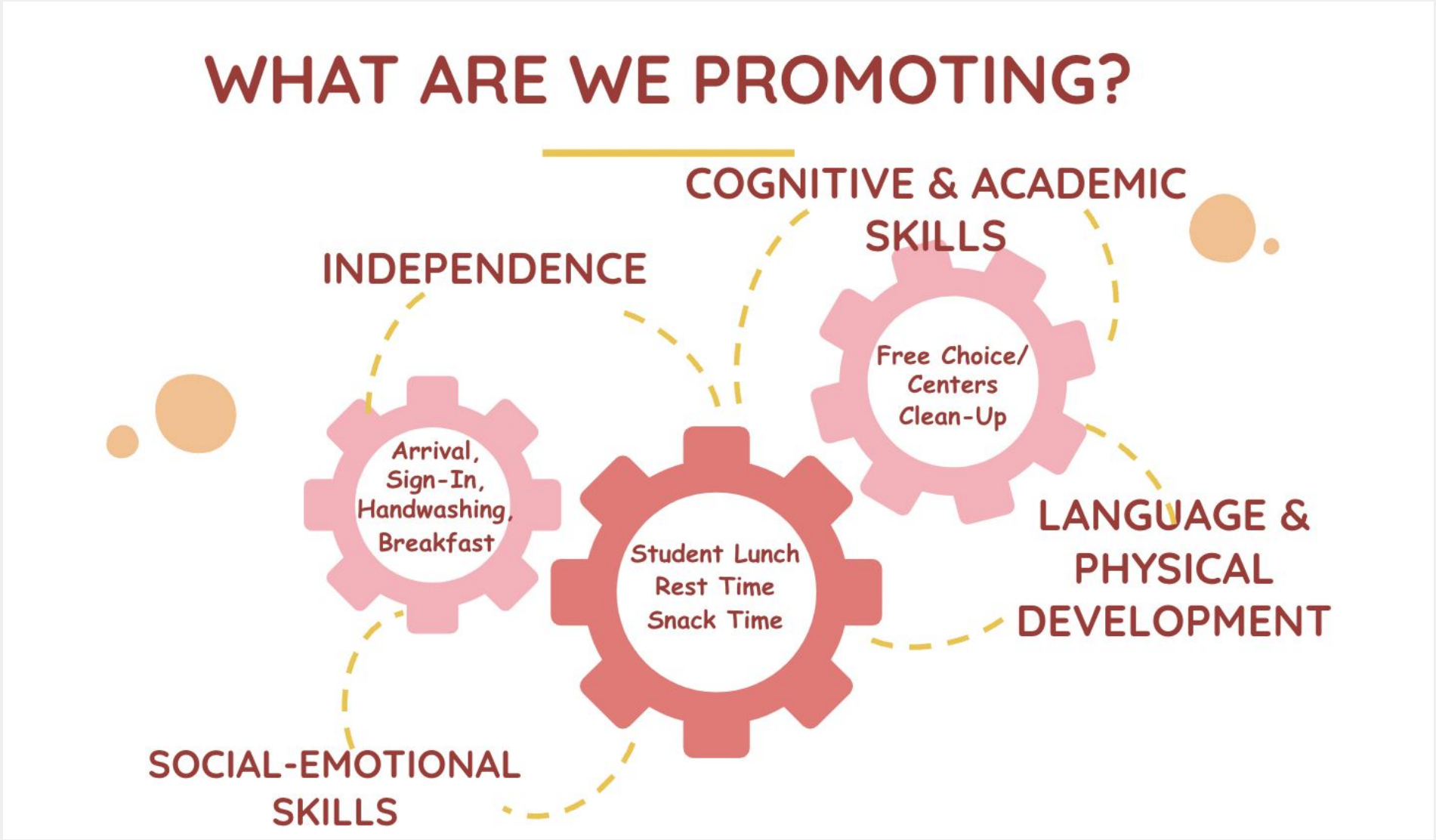
- Art
- Blocks
- Discovery
- Dramatic Play
- Library
- Music & Movement
- Toys & Games
- Sand and Water Table
- *Cozy Area

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04- Our Schedule

Breakfast, Lunch and Snack	Mealtime is a learning time for children to serve themselves, carry on conversations, and develop positive attitudes towards food and nutrition.
Morning Group Meeting	Morning group meeting sets the tone of the day by providing children with a sense of belonging in a caring learning community; and to develop communication skills as they express their ideas, thoughts and feelings.
Center Choice Time	Teachers extend children play and learning in each developmental domain and content area as children explore materials that have been purposefully planned. Teachers practice listening, speaking, and social skills with children, engaging with the individual child's emotional and thinking processes, engage in conversations, expand on language, and introduce new vocabulary or concepts.
Outdoor Choice Time	Contributes to overall development by giving children experiences to explore all of their senses, practice fine and gross motor skills, develop language and social skills, and begin to appreciate the world around them.
Rest Time	Allows children to restore their energy to continue healthy growth and development (social-emotional, physical, cognitive, and language development)
Read Aloud	Teachers foster the children's love of literacy and promote foundational reading skills by reading aloud to children for both enjoyment and comprehension.
Small Group Time	Teachers plan and work with children in small groups every day. Small group experience meet particular instructional goals and objectives.
Large Group Round-Up	We reflect on the day's events and provides closure.

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Literacy & Math Considerations

Components of High-Quality Preschool:

- Increased vocabulary and language
- Phonological awareness
- Knowledge of Print
- Letters, words, numerical concepts
- Comprehension
- Literacy as a source of enjoyment
- Number and Operations
- Geometry and Spatial Sense
- Measurement
- Patterns
- Data Analysis



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05- Teaching Strategies

- Aligned with New Jersey Preschool State Standards
- Spans birth through third grade to allow teachers to see children's progression across the whole of the early childhood years.
- **An authentic, ongoing observational system for assessing children from birth through Kindergarten.**
- **It helps teachers to observe children in the context of everyday experiences, which is an effective way to learn what they know and can do.**

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OBJECTIVES AND DIMENSIONS

SOCIAL–EMOTIONAL
1. Regulates own emotions and behaviors
a. Manages feelings
b. Follows limits and expectations
c. Takes care of own needs appropriately
2. Establishes and sustains positive relationships
a. Forms relationships with adults
b. Responds to emotional cues
c. Interacts with peers
d. Makes friends
3. Participates cooperatively and constructively in group situations
a. Balances needs and rights of self and others
b. Solves social problems
PHYSICAL
4. Demonstrates traveling skills
5. Demonstrates balancing skills
6. Demonstrates gross-motor manipulative skills
7. Demonstrates fine-motor strength and coordination
a. Uses fingers and hands
b. Uses writing and drawing tools

LANGUAGE
8. Listens to and understands increasingly complex language
a. Comprehends language
b. Follows directions
9. Uses language to express thoughts and needs
a. Uses an expanding expressive vocabulary
b. Speaks clearly
c. Uses conventional grammar
d. Tells about another time or place
10. Uses appropriate conversational and other communication skills
a. Engages in conversations
b. Uses social rules of language
COGNITIVE
11. Demonstrates positive approaches to learning
a. Attends and engages
b. Persists
c. Solves problems
d. Shows curiosity and motivation
e. Shows flexibility and inventiveness in thinking
12. Remembers and connects experiences
a. Recognizes and recalls
b. Makes connections
13. Uses classification skills
14. Uses symbols and images to represent something not present
a. Thinks symbolically
b. Engages in sociodramatic play

LITERACY
15. Demonstrates phonological awareness, phonics skills, and word recognition
a. Notices and discriminates rhyme
b. Notices and discriminates alliteration
c. Notices and discriminates discrete units of sound
d. Applies phonics rules and knowledge of word structure to decode text
16. Demonstrates knowledge of the alphabet
a. Identifies and names letters
b. Identifies letter-sound correspondences
17. Demonstrates knowledge of print and its uses
a. Uses and appreciates books and other texts
b. Uses print concepts
18. Comprehends and responds to books and other texts
a. Interacts during reading experiences,book conversations, and text reflections
b. Uses emergent reading skills
c. Retells stories and recounts details from informational texts
d. Uses context clues to read and comprehend texts
e. Reads fluently
19. Demonstrates writing skills
a. Writes name
b. Writes to convey meaning
c. Writes using conventions

MATHEMATICS
20. Uses number concepts and operations
a. Counts
b. Quantifies
c. Connects numerals with their quantities
d. Understands and uses place value and base ten
e. Applies properties of mathematical operations and relationships
f. Applies number combinations and mental number strategies in mathematical operations
21. Explores and describes spatial relationships and shapes
a. Understands spatial relationships
b. Understands shapes
22. Compares and measures
a. Measures objects
b. Measures time and money
c. Represents and analyzes data
23. Demonstrates knowledge of patterns
SCIENCE AND TECHNOLOGY
24. Uses scientific inquiry skills
25. Demonstrates knowledge of the characteristics of living things
26. Demonstrates knowledge of the physical properties of objects and materials
27. Demonstrates knowledge of Earth's environment
28. Uses tools and other technology to perform tasks
SOCIAL STUDIES
29. Demonstrates knowledge about self
30. Shows basic understanding of people and how they live
31. Explores change related to familiar people or places
32. Demonstrates simple geographic knowledge
THE ARTS
33. Explores the visual arts
34. Explores musical concepts and expression
35. Explores dance and movement concepts
36. Explores drama through actions and language
ENGLISH LANGUAGE ACQUISITION
37. Demonstrates progress in listening to and understanding English
38. Demonstrates progress in speaking English



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Report Card

- Support, guide, and inform planning and instruction
- Report and communicates with family members and other

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Jane Doe

Class / Grade: test class
Teacher: Daniella DaCunha
School / Program: Default Site

Checkpoint 1 (CP1): Fall 2022/2023
Checkpoint 2 (CP2): Winter 2022/2023
Checkpoint 3 (CP3): Spring 2022/2023
Checkpoint 4 (CP4): Summer 2022/2023

E = Exceeding Expectations
M = Meeting Expectations
P = Progressing Toward Expectations

Knowledge, skills, and abilities

	Social-Emotional	CP1	CP2	CP3	CP4	Assessment Comments
1a	Manages feelings	P				**Currently, Jane:** Is beginning to comfort self by seeking out special object or person **Next, Jane will:** Comfort self by seeking out special object or person
1b	Follows limits and expectations	P				**Currently, Jane:** Accepts redirection from adults **Next, Jane will:** Begin to manage classroom rules, routines, and transitions with occasional reminders
1c	Takes care of own needs appropriately	P				**Currently, Jane:** Is beginning to demonstrate confidence in meeting own needs **Next, Jane will:** Demonstrate confidence in meeting own needs

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How can you support your child at home?

- Engage in back and forth conversations with your child
- Incorporate at least 15 minute of movement into your day
- Read or listen to a story everyday with your child
- Use everyday experiences to reinforce math skills, language development, and literacy
- Encourage your child to use various to practice fine motor skills
- Allow your child to engage in imaginative play
- Encourage your child to help with the following to promote independence and self-confidence:
  - Getting dressed
  - Making the bed
  - Setting the table
  - Cleaning up after themselves

ANY QUESTIONS?