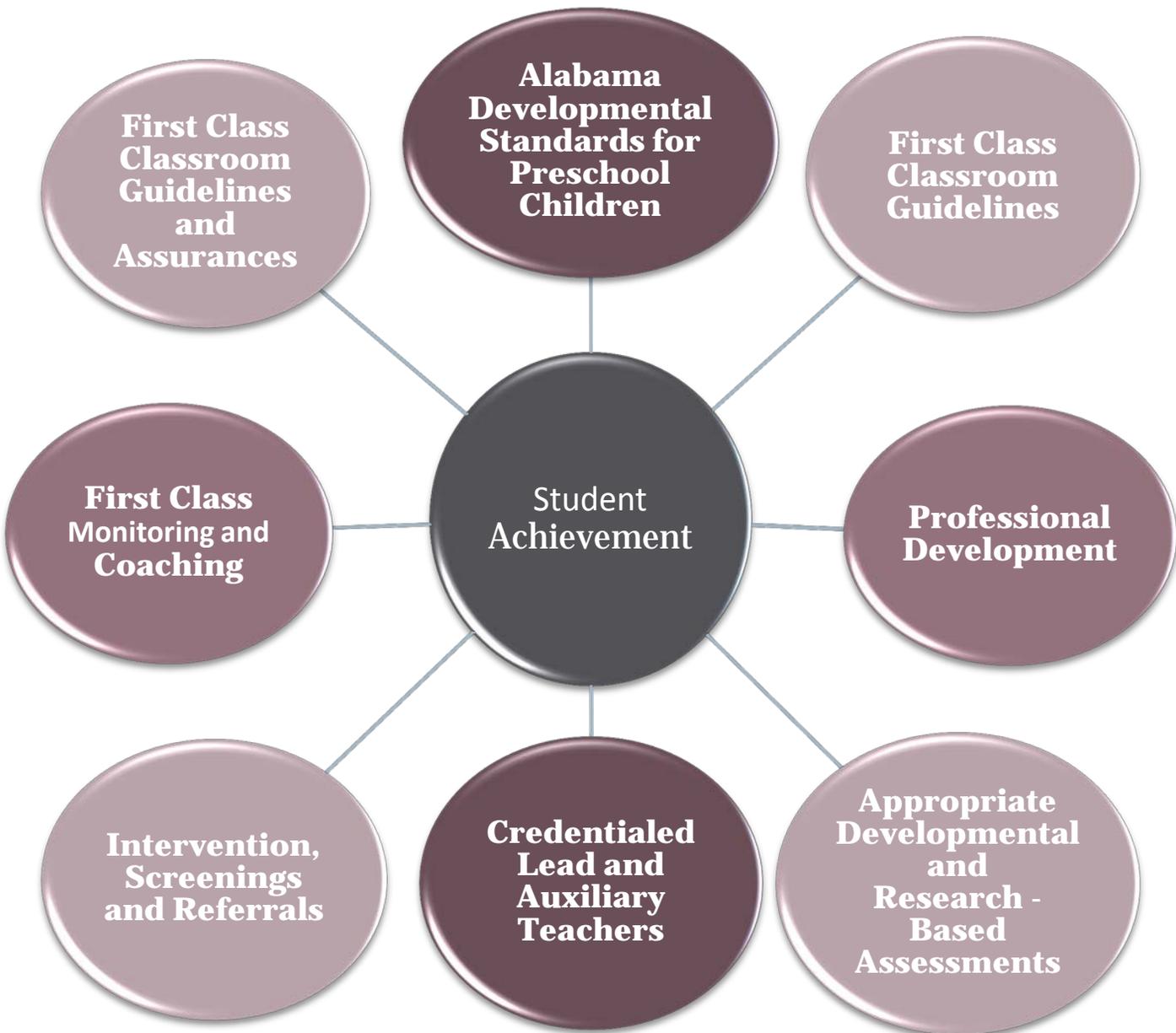


First Class Pre-K Framework



Ensuring that Alabama's children are prepared for school achievement and lifelong success through voluntary high quality pre-K programs.

Framework

All teachers in First Class Pre-K classroom must center their instructional strategies, classroom environment and activities according to the Alabama First Class Frame Work required by the Office of School Readiness. The Alabama First Class Pre-K Framework will be implemented for the academic year 2013-14. All teachers in First Class Pre-K Classrooms will abide by and implement The Alabama First Class Framework in building curriculum and instructional activities in the classroom.

- ✓ **Alabama First Class Pre-K Standards**
- ✓ **Alabama First Class Program Guidelines, Classroom Guidelines and Grant Assurances**
- ✓ **Appropriate Materials and Resources**
- ✓ **A Developmental Appropriate Instructional Approach/Philosophy**
- ✓ **An Intervention/Special Needs Screener**
- ✓ **A Classroom Environmental Rating Scale (ECERS)**
- ✓ **Teaching Strategies Gold Assessment Tool**
- ✓ **Certified Technical Assistants**

Alabama First Class Pre-K Standards

Learning Standards provide the framework for learning. They provide the foundational information for what children should know and be able to do. Please make sure there is always a copy available in the classroom. All lesson plans should be completed according to the First Class Pre-K Standards.

Please see appendix

Alabama First Class Guidelines and Assurances

The Alabama First Class Program Guidelines, Classroom Guidelines and Grant Assurances have been created and published by the Office of School Readiness to ensure that programs provide a safe and high quality learning environment for the children. The Guidelines give directions on the [classroom environment, the basics of classroom management, classroom displays.](#), lesson planning and other guidelines to implement a quality Pre-K Classroom.

Please see appendix

Appropriate Materials and Resources

First Class Pre-Kindergarten providers are expected to provide a learning environment which is at minimum clean, safe, and conducive to high quality learning. Pre-Kindergarten providers shall maintain appropriate equipment, materials and supplies for each First Class classroom. Classroom furniture is required at the beginning of the school year. Each classroom must be a nurturing environment where children can play with appropriate toys, manipulatives and materials.

Please see the list of materials that are required in the classroom in appendix

Development Appropriate Instructional Approach

All First Class Pre-k Classrooms must have a researched development appropriate approach for instruction in the classroom. There should be an approach that promotes the use of interest areas as a way of providing experiences that promote cognitive, social, physical and language development. First Class Programs should implement a wide range of instructional strategies so that teachers can take full advantage of multiple opportunities for intentional teaching during large/ small-group times, teachable moments and long-term studies.

Framework *Continued*

Learning occurs within the context of play and active learning strategies where children are engaged in concrete and hands-on discovery, in exploring, interaction with materials, their peers and nurturing adults. Teachers are to provide active learning times by planning activities that build on children's prior knowledge to create new perceptions and information. Teachers should have a design focused instruction that is based on the well-known individual needs of every child and assure these experiences incorporate their interests, abilities and culture. Each classroom setup should be concentrated on the Creative Curriculum or High Scope Approach/Philosophy with a supplement model curriculum if needed from the OSR approved list.

Interventions/Special Needs Screener

All First Class Pre-K teachers should be observant and assess children's abilities, interests and achievement using the Standards as a guide. Interventions should become part of the teachers' everyday practice. Revising activities, adjusting lesson plans and accommodating children's individual differences becomes practical and the norm. Successful strategies that allow children to master skills at his/her own pace provide benefits for all children as they interact with others of varying abilities and cultures. First Class Classrooms are required to complete the ASQ and LELA Assessments on all children or another screener approved by OSR.

Please see the ASQ and LELA Screeners in Appendix

Classroom Environment Rating Assessments

The Office of School Readiness will evaluate all classrooms using the ECERS Scale (using trained ECERS observers).

7 Subscales are evaluated:

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

Teaching Strategies Gold Assessment Tool

All First Class Pre-K Teachers are required to follow the progress of each child by utilizing the GOLD Assessment. Teachers are to enter data according to the areas of developing given by OSR. Teachers are also responsible for checkpoints that are required two times per year.

Certified Technical Assistants

Each classroom will be provided with a certified Technical Assistant that will be able to assist the teachers with all aspects of the classroom and the First Class Framework.