



Georgia Department of Early Care and Learning

Georgia Curriculum Review and Approval Process FY20 CRITERIA DOCUMENTATION (Form B)

Title of Curriculum:	Beyond Centers and Circle Time Comprehensive Curriculum, Revised
Publisher:	Kaplan Early Learning Company

In the fields on the right, please list where reviewers can find documentation in the curriculum that addresses each criterion. Each entry should not exceed 1000 characters (including spaces). Each document should be submitted using a specific naming convention. For example, this document should be named: PublisherName_TitleofCurriculum_FORMB

Section I. Instructional Approach (41 points):

- (A). Includes a philosophy statement that reflects the basic principles of developmentally appropriate instructional practices, and indicates the curriculum 1) is based on theoretical and/or research-based knowledge of how children's development and learning progresses (that is, knowing what is typical for each age/ stage); 2) promotes instructional practices that are responsive to individual differences among children; 3) promotes hands-on learning experiences and a balance between teacher-directed and child-initiated learning experiences; 4) emphasizes the importance of children forming close relationships with caring adults.

The Beyond Centers and Circle Time Comprehensive Curriculum (BCCT) provides educators with a textbook focused on the development of preschool children, ages 3-5. The book is written to help early educators understand child development and how to promote hands-on-learning experiences and balance teacher directed and child-initiated experiences. Understanding children's play, how it is the vehicle that enhances their total development and how important long term relationship are to children's cognitive, social and emotional development. (See the "Beyond Differences & Diagnoses" chapter in the BCCT handbook, pages 28-106) Each of the 10 themes provide a month of daily experiences written to meet all of the above listed instructional practices. (See Baby It's Cold Outside, week #1 starting on page 6 and continuing to page 46.)

- (B). Provides guidance and specific strategies/suggested activities that: 1) include opportunities for children to observe, explore, experiment, question, and build conceptual understanding in meaningful contexts; 2) include concrete, hands-on learning experiences with real materials commonly found in a classroom; 3) encourage children to explore, think about concepts, and/or solve problems; 4) address all of children's senses and are suited for different learning styles (auditory, visual, spatial, musical, bodily kinesthetic, and tactile); 5) promote different types of play (physical play, pretend play, games with rules); 6) utilize daily care routines as opportunities for learning.

The BCCT handbook and the 10 preschool themes are written to provide developmentally appropriate experiences that allow children to explore materials and equipment, to solve problems, to engage all their senses in the learning processes, to support their development in sensorimotor (physical play), dramatic play, and construction play experiences as well as using daily living experiences such as "meal time" as learning opportunities. (View Food, Fun, and Family Style Meals video; "Beyond a Shelf of Toys" chapter pages 106-127; "Beyond the Kitchen & Housekeeping", page 128-195; "Beyond Building Up & Knocking Down", pages 196-239; and Beyond ABCs, "Writing My Name", & "Counting to 10", pages 240-315) (See "Baby It's Cold Outside", week #1 starting on page 6 and continuing to page 46)

- (C). Provides specific guidance and strategies for how teachers can support children with disabilities, including 1) an explicit statement affirming inclusion of children with disabilities; 2) general guidance on how to include children with disabilities in classroom activities through modifications in the classroom environment, the schedule and/or activities; 3) specific suggestions for adapting and/or modifying individual/specific activities to include children with disabilities.

BCCT research is based on the inclusion of children with varying disabilities. In a quality program, teacher scaffolded play environment our research has repeatedly shown that all children can be successful. All experiences provided in the 10 themes are planned to meet a diverse developmental population of children. All children must be successful in order to learn. (See the "Beyond Differences & Diagnoses" chapter in the BCCT handbook, pages 28-106)

- (D). Provides guidance for and examples of a daily schedule that 1) emphasizes the importance of a predictable schedule and routines; 2) includes provisions for a variety of types of activities (including large-group, small-group, center-based, and individual activities); 3) incorporates opportunities for small-group, center-based, and free play activities across the course of the day, with a large proportion of the schedule dedicated to small-group, center-based and free play activities.

Daily schedules are provided in the handbook and in all 10 of the preschool themes. These schedules provide for a variety of play experiences that allow the children to play in large and small groups, alone and with others. Free choice is a component of each centertime as a wide choice of play opportunities are provided. Because social and emotional development is a focus, parallel as well as associative and cooperative (Parten, 1939) play material arrangements are always available. Each of the 10 themes provide daily lesson plans filled with developmentally appropriate experiences for young children. (See "Beyond a Shelf of Toys," pages 106-127; "Beyond These Four Walls," pages 338-379; and the winter theme, Baby It's Cold Outside, beginning on page 6, four weeks of lesson plans are provided)

- (E). Includes both teacher-led activities and child-initiated activities with specific provisions for children to choose activities they participate in and provisions for activities to be planned based on teachers' observations of children's development, interests and current skills/knowledge. Directs teachers to include child-initiated activities daily.

Throughout each week of the ten themes, there are daily plans for teacher led and child initiated activities. During the 2000-2004 research project, Evaluating the Outcomes of DAP with Preschoolers: Effects on Developmental and Academic Skills, a series of assessment tools were substantiated. These tools, included in the curriculum, allow teachers to observe children's play products and assess their development. Maintaining daily observations using these tools will provide teachers with the knowledge needed to individually provide for each child. (See BCCT handbook chapters Beyond Differences & Diagnoses Developmental Checklist, pages 96-106; Beyond Building Up & Knocking Down, pages 196-239; Beyond ABC's, Writing My Name, and Counting to 10, pages 240-315) The developmental checklist and the assessment scales provide teachers the ability to observe children's development, interests, and skills.

- (F). Includes guidance and specific tools/strategies to support planning for individual, small group, and large group activities, with individualized and small group activities comprising most planned activities.

One of the scaffolding components of the BCCT curriculum is called the "pre-scaffolding" experience. This is usually a small group experience that precedes each center time, mealtime and outdoor play time but can be provided in a larger group. During this short circle the children are introduced to new materials, new language that fits the theme under discussion and helped to understand the organization of the play experiences provided and the expectations for behavior. (See Beyond ABC's, "Writing My Name," and "Counting to 10" chapter, pages 240-315; and the winter theme, Baby It's Cold Outside, pages 35-36)

- (G). Explicitly helps teachers promote children's independence by providing guidance and specific strategies to 1) help children learn to carry out self-care and classroom routines independently; 2) set up the physical environment and materials in a manner that children can use independently; 3) incorporate child-initiated and/or planned activities in centers and small group activities so that children learn to make decisions and carry out self-directed activities.

A component that sets the BCCT curriculum apart from other curriculums is the practice of counting play spaces to ensure that there are enough materials and that the arrangement supports positive social interactions. In the Beyond Centers & Circle Time handbook, "Beyond a Shelf of Toys," this practice is thoroughly explained. Within the 10 themes, the center time lesson plans provide examples of environmental arrangement and the amount of play materials for successful interactions. See the winter theme, Baby It's Cold Outside, beginning on page 6, four weeks of such experiences are provided. Examples of these strategies are also provided in the chapters "Beyond a Shelf of Toys," pages 106-127, and "Beyond These Four Walls," pages 338-379.

- (H). Explicitly promotes sensitivity to and respect for diversity by: 1) providing guidance that helps teachers interact with children and families from different gender, linguistic, ethnic, age, and social groups in a respectful, positive and unbiased manner; 2) including guidance on how to create a classroom environment that reflects the diverse backgrounds of the children served by the program (e.g., use of materials, activities, etc.); 3) promoting an individualized approach to instruction that includes experiences that are respectful of and familiar to children from diverse backgrounds.

The BCCT handbook expresses the importance of diversity and respect for children's families, culture and abilities. The first preschool theme ("Me and My Family") is written to help teachers start each year off with a positive, respectful attitude toward each child and his/her family. The teacher's attitude must be positive and each family celebrated. This theme and the related discussions regarding similarities and differences are continued throughout the curriculum series. (Also see the "Beyond Differences & Diagnoses" chapter in the BCCT handbook, pages 28-105).

All research provided in this curriculum review was designed to support the inclusion of children with disabilities and the acceptance of differences.

- (I). Offers guidance and specific strategies for how teachers can support children who are dual language learners, including 1) support for dual language learners to continue to use their home language while they are learning English; 2) guidance on how to set up the classroom environment in a manner that supports dual language learners (such as using pictures and labels in the home language of dual language learners); 3) suggestions for modifying activities to teach concepts in a manner that is more accessible to dual language learners (such as using objects to illustrate concepts that are being taught); 4) suggestions for supporting the social development of dual language learners (such as pairing a dual language learner with another child who speaks their home language).

The environments planned in the BCCT curriculum provide the teachers with ideas for creating a language rich and emotionally supportive environment. The lesson plans establish routines and daily schedules. Throughout each theme, the routines and schedules remain constant. Research shows that dual language learners learn English best through playful experiences with teachers and other children. The interesting child-centered experiences and materials outlined in the BCCT Curriculum series support these interactions. Vocabulary lists with pictures and objects are discussed in each sharing circle.

The parent letters, found in the support materials, encourage all parents to participate in the classroom activities. These letters are simply written and can be translated to assist with specific parent participation.

(J). Includes research related to the effectiveness of the curriculum. (Use Research Summary Form C).

Please see Form C and the attached four articles.

(K). Provides sufficient resources and guidance to help teachers plan and implement activities that address different content and various types of activities (large-group, small-group, center-based, and individual activities) across the course of a program year.

The 10 themes are written to span a ten-month program year. Each theme provides four weeks of activities that include early morning set-ups, sharing circles, outside play ideas, center time experiences, and literacy circles. Teachers can follow the theme outline specifically or pick and choose adding their own ideas and following the children's interests. The BCCT handbook and a series of six videos, which can be used for teacher training and review of relevant content areas, are included in the BCCT comprehensive curriculum. In addition, the opening pages of each theme provide a bibliography of children's literature. Specific content information, websites, poems, songs, art, and cooking experiences are included in each theme.

Example:

Winter theme, Baby It's Cold Outside, pages 6-46

(L). On a daily basis, facilitates children's learning and skill development through a variety of different types of activities that explicitly integrate experiences and/or content related to multiple domains (for example, activity goals or purposes target multiple domains, instructions to the teacher to address multiple domains, etc.).

Each day in the BCCT curriculum, experiences are planned to facilitate children's learning and acquisition of skills using play as the vehicle. These rich play experiences provide consistent development in all domains outlined in the GELDS.

In the BCCT handbook, the "Beyond Differences and Diagnoses" chapter pages 28-105, discusses Howard Gardner's Theory of Multiple Intelligences and further explains the development of individual children. This handbook is included in the curriculum to provide teachers with the foundational information that they need to support the development of individual children in all domains.

(M). Includes guidance or an explanation of scaffolding and strategies that promote teachers' ability to extend or gradually advance children's understanding of concepts, their ideas and their play (i.e., helps teachers know how to scaffold children's learning).

Four scaffolding components (scaffolding the environment; pre-play; the individual child; and post play) are foundational in the BCCT curriculum. These four components are an integral part of the proper implementation of this curriculum. These four scaffolding components are clearly outlined in the BCCT handbook and throughout each of the 10 themes. An in depth discussion of these scaffolding components can be found in the "Beyond These 4 Walls" chapter of the BCCT handbook, pages 338-379.

(N). Contains a process for sequencing of content and learning experiences that is logical and consistent with the typical progression of children's learning and development, and provides for individualized planning to sequence learning experiences based on the developmental level and progress of individual children.

Assessment materials provided throughout the BCCT handbook, allow teachers to assess children's development and product creation on a regular basis. Teachers are encouraged throughout the BCCT curriculum themes to observe and document children's development. These observations and documentation provide teachers with the knowledge to individualize, scaffold, and sequence children's learning. Research studies outlined in this curriculum presentation were designed to document the developmental scales listed below.

The assessment materials provided:

- Developmental Checklist, pages 96-106
- Gross Motor Development, pages 337-338
- Stages of Sensorimotor/Dramatic Play
- Stages of Bead Stringing/Patterning, pages 304-308
- Stages of Cutting Development, pages 310-312
- Stages of Structured Construction Products, pages 220-229
- Stages of Easel/Drawing Products, pages 234-239
- Stages of Writing Development, pages 313-316

(O). Includes intentional planning to promote children's learning in outdoor settings by: 1) including outdoor time as part of the daily schedule; 2) providing specific guidance regarding the outdoor physical environment (i.e. playground safety rules, supervision of children outdoors, selection of outdoor equipment and

materials that are appropriate for the size of children being served; supplementing outdoor equipment with a variety of materials and toys, etc.),3) providing guidance on how to intentionally plan for children's outdoor experiences and lead outdoor activities when age appropriate, as well as facilitate free play.

Each planned and scaffolded day includes an outdoor play opportunity in each of the 10 themes. Many of these describe experiences that allow teachers to observe and assess children's motor development. See the BCCT handbook chapter "Beyond Recess," pages 316-337 and example of outside play experiences can be found in the theme, Baby It's Cold Outside, pages 32-34.

Section II. Georgia Early Learning and Development Standards - GELDS (20 points)

In Section II, list where the curriculum contains the following: (1). A description of and/or guidance related to the domain (i.e., narrative that describes what is included in the domain, why it is important, etc.). (2). Learning goals/objectives for each sub-domain/strand (3). Learning activities that are provided on a regular basis for each sub-domain/strand, as addressed within the GELDS.

(A) GELDS Domain: COMMUNICATION, LANGUAGE, AND LITERACY

Strands:

- Receptive Language**
- Expressive Language**
- Early Reading**
- Early Writing**

All 10 themes are written to meet all standards in all domains. Examples found in the winter theme, Baby It's Cold Outside, include:
Receptive Language: Sharing Circle, pages 8-11
Expressive Language: Pages 11-12
Early Reading: early literacy section, pages 25-27; Lesson Plan, 28-31, written to enhance early literacy
Early Writing: All fine motor experiences support this sub-domain; Emergent Writing Assessment Tool, BCCT handbook, pages 313-316

(B). GELDS Domain: Cognitive Development - MATHEMATICS

Strands:

- Number and Quantity**
- Measurement and Comparison**
- Geometry and Spatial Thinking**
- Mathematical Reasoning**

The BCCT handbook "Mathematical Thinking and the Pre-School Child," pages 279-302.

The BCCT handbook, "Beyond Building Up & Knocking Down" chapter. A thorough discussion of the use of blocks and their connection to mathematical knowledge can be found on pages 196-239. Experiences focused on mathematical thinking concepts can be found during each early morning sharing circle described each day, in each theme (See pages 30-31 in the theme "Baby It's Cold Outside" and any of the cooking experiences presented in each Fridays lesson plan. See pages 42-46 in the theme "Baby It's Cold Outside".

(C). GELDS Domain: PHYSICAL DEVELOPMENT AND MOTOR SKILLS

Strands:

- Health and Well-Being**
- Use of Senses**
- Motor Skills**

BCCT handbook, chapter "Beyond Differences & Diagnoses," pgs. 28-105 and the Developmental Checklist, pgs 96-106.

BCCT handbook, Gross Motor Development Checklist, pgs. 337-338

Winter theme (Baby It's Cold Outside), pgs. 49-51, 72-75.

All outdoor center time, art, and cooking experiences presented in the BCCT themes provide for multi-sensory exploration.

(D). GELDS Domain: SOCIAL AND EMOTIONAL DEVELOPMENT

Strands:

- Developing a Sense of Self**
- Self-Regulation**
- Developing a Sense of Self with Others**

The planning of play spaces described in the BCCT handbook, chapter "Beyond a Shelf of Toys", pages 106-127. And play spaces outlined for the center time and outside play experiences are planned to provide all children with play choices that support positive social interactions. When children have enough materials that are developmentally suited to their needs they will evidence self-regulation skills, a positive sense of self and the ability to successfully interact with other children. See the theme, "Baby It's Cold Outside", pages 6-46 for examples of the material choices and the positive social arrangements.

(E). GELDS Domain: APPROACHES TO PLAY AND LEARNING

Strands:

- Initiative and Exploration**
- Attentiveness and Persistence**
- Play**

The developmentally appropriate materials and experiences described throughout the BCCT handbook and the ten themes are chosen because they have been proven through years of experiences by the author and the teachers at The Creative Pre-School to be exciting for young children, to encourage their exploration, attentiveness and persistence. All of the experiences support children's construction play, dramatic play and definitely sensorimotor exploration and sensory discovery.

(F). GELDS Domain: COGNITIVE DEVELOPMENT: SCIENCE

Strands:

- Scientific Skills and Methods**
- Earth and Space**
- Living Creatures**
- Physical Science**
- Interaction with Environment**

The BCCT theme series is written to enhance children's interests in their total world. Themes such as "Baby It's Cold Outside", "Farm and the City", "Birds", "Insects & Spiders", "Amphibians & Reptiles", "Oceans & Ocean Life", and "Where the Wild Things Are" are specifically written to help children understand the animals and plants that share their world. Each morning an activity that compares and contrasts the weather can be in the sharing circle explanations, cooking and construction experiences offer many physical science lessons. See pages 30-top of 32 in the theme, "Baby It's Cold Outside" for an experience example. In the BCCT handbook, chapter "Beyond Building Up and Knocking Down" blocks and other construction materials are discussed and their support of physical science knowledge is explained. (Pages 196-239) Pages 318-336, in the chapter called "Beyond Recess" explains why the outdoor experiences should extend and reflect the classroom to enhance science concepts.

(G). GELDS Domain: COGNITIVE DEVELOPMENT: SOCIAL STUDIES

Strands:

- Family**
- People and Community**
- History and Events**

The theme, "Me and My Family" is written and the experiences designed to help children compare and contrast family and community differences. All experiences in this theme support the development of the knowledge and skills suggested in these standards.

(H). GELDS Domain: COGNITIVE DEVELOPMENT: CREATIVE DEVELOPMENT

Strands:

- Creative Movement and Dance
- Visual Arts, Music

These standards are met through all of the play experiences planned in the 10 themes and described throughout the BCCT handbook. See chapters, "Beyond the Kitchen & Housekeeping" and "Beyond Building Up and Knocking Down". See pages 128-196.

(I). GELDS Domain: COGNITIVE DEVELOPMENT: COGNITIVE PROCESSES

Strands:

- Thinking Skills
- Problem-Solving Skills

Experiences that support the development of problem-solving and thinking skills are described in the BCCT handbook, chapters "Beyond Differences and Diagnoses" and Beyond ABC's, Writing My Name, & Counting to 10. All play experiences suggested in the 10 themes support the development of these cognitive skills because they are developmentally appropriate and chosen because they support the development of all of the standards.

Section III. Classroom and Behavior Management (12 points):

- (A). Provides guidance that helps teachers promote children's social-emotional development and teach positive behavior management skills by doing each of the following: 1) interact with children consistently and in a way that helps children develop trusting relationships with the adult and the ability to self-soothe and control their emotions; 2) establish clear expectations for behavior (e.g., development of classroom rules, system/plan for children choosing activities during center time) and respond consistently; 3) be proactive/preventative in behavior management by anticipating situations that might present challenges for children and taking steps to help children develop self-regulation skills (e.g., room arrangement to prevent behavior issues, sufficient materials to minimize conflicts among children, consistent schedule and rules so children know what to expect, visual cues such as labels and pictures to manage behavior, etc.); 4) model appropriate behavior (following rules, problem solving with others, etc.).

Throughout the BCCT curriculum, guidance is provided that will promote children's social/emotional development and teach positive behavior management skills. The practice of counting play spaces, the arrangement of materials, and the planning for pro-social interactions prevents the majority of negative behaviors. The organized routines provide children with a secure, predictable environment. The concepts of Intensity and Density ensure that children feel comfortable with materials and their enthusiasm and interests are continually refueled. A further description of these concepts is provided in the BCCT handbook, "Play Overview," pages 6-27 and "Beyond Building Up & Knocking Down," pages 196-239.

- (B). Explicitly provides proactive strategies that help teachers 1) teach children social skills to help them to interact with each other (e.g., problem solve with other children, resolve conflicts with and without assistance from the teacher; identify and express feelings, etc.); 2). correct misbehaviors or negative behaviors with a positive approach (such as redirection, stating the rules clearly, avoiding negative comments, using natural consequences, etc.). Does not promote use of punitive behavior management strategies such as time out or punishments.

The BCCT curriculum is designed to help children develop self-regulation and social skills with others. Four scaffolding components, used continuously throughout the series, ensures a proactive approach to behavior management:

- 1) Scaffolding the Environment (enough experiences and materials to support positive interactions);
- 2) Scaffolding the Pre-Play (demonstrates new concepts, use of materials, and rules and expectations for the play);
- 3) Scaffolding the Individual Child (opportunities for teachers to interact individually and with small groups supporting peer interactions);
- 4) Scaffolding the Post-Play (using clean-up as a positive learning experience through the organization of the environment. Recall and review allowing children to share their accomplishments).

Examples include the BCCT handbook, "Play Overview", pages 6-27 and "Beyond These 4 Walls," pages 338-379.

- (C). Stipulates through guidance and/or sample floor plans the logical arrangement and location of equipment, materials, and supplies to ensure materials are easily accessible and encourage children to explore and develop independence and self-reliance by including: 1) defined areas for centers with quiet activities separated from noisy activities and sufficient space for several children to work or play in each center; 2) a floor plan that promotes movement between areas/centers without a significant amount of open space and allows for close supervision of all areas of the room; 3) recommendations for storage of supplies

near the area where they will be used and available for children to access independently as age appropriate.

Throughout the BCCT curriculum, organized routines are used to provide children with a secure, predictable environment. The experiences are planned to meet the individual physical and psychological needs of each child. Daily lesson plans for playing outdoors are provided, as well as cooking experiences focused on health and safety, and guidance for using mealtimes as positive learning experiences.

Examples include the BCCT handbook, "Play Overview," pages 6-27; "Beyond a Shelf of Toys", pages 106-127; and "Beyond These 4 Walls," pages 338-379.

Section IV. Assessment (12 points):

(A). Provides guidance and a process for collecting observational data about children by specifying how to observe children, examples of what to focus on within observations, and how to record observations so that they can be used for planning instruction.

BCCT curriculum provides authentic assessment tools. The stages of product creation found in these tools are substantiated by research undertaken by the author and the teachers at The Creative Pre-School.

Developmental Checklist, pages 96-106

- Gross Motor Development, pages 337-338 in the handbook
- Stages of Sensorimotor/Dramatic Play, described in the chapter, "Beyond the Kitchen & Housekeeping" in the handbook.
- Stages of Bead Stringing/Patterning, pages 304-308 in the handbook
- Stages of Cutting Development, pages 310-312 in the handbook

The third Scaffolding Component, the Individual Child's Play Exp., provides for documentation of observational data. (BCCT text, ch. 6, "Beyond ABCs," pg. 240-3)

Observation and documentation prompts are found throughout each of the 10 themes.

(B). Provides guidance and a process for utilizing results from authentic assessments and teacher observations in planning for the entire group, for small groups of children, and individual children. Describes how teachers can use results from authentic assessments and observational data to plan learning experiences.

Many teachers watch children as they use materials and engage in play, but they do not understand the importance of each child's individual development. The BCCT curriculum materials are written to provide teachers with theory, research, and best practice that will support their observation and assessment of each child's development. The materials and experiences in the lesson plans allow each child to demonstrate his progress. Checklists are included so that teachers can transcribe each child's individual assessments for use in parent conferences. Teacher guidance in the use of the data collected can be found in the following:

BCCT handbook, Beyond Differences & Diagnoses, pgs. 28-105
BCCT text, ch. 6, Beyond ABCs, pgs. 240-315
BCCT text, ch. 7, Beyond These 4 Walls, pgs. 338-379

Section V. Family Engagement (12 points):

(A). Promotes positive relationships with families by providing guidance that 1) encourages sensitivity to families' home language and culture; 2) addresses respectful and supportive attitudes toward parents'/families' role in children's learning and development (within the home and classroom settings); 3) stresses the importance of open, two-way communication with parents/families.

The BCCT curriculum opens the year with a theme entitled, Me & My Family. The experiences planned focus on families and how they are alike and different. Teachers are encouraged to celebrate and accept each child's family configuration.

(B). Promotes open communication with parents/families through 1) curriculum tools that support daily or weekly communication with parents/families regarding classroom activities; 2) guidance for parent/family-teacher conferences and/or home visits.

The BCCT curriculum provides reproducible parent letters and recipes that encourage parent participation. The letters explain the experiences planned for each month, ways the family can participate in the school activities, and outline parent/child activities at home. The reproducible parent letters and recipes can be found in the support materials.

Each theme emphasizes the importance of greeting each child and family member by name as they enter the classroom. (Baby It's Cold Outside theme, pages)

The authentic assessment and observation tools provide teachers with the data needed to provide constructive parent/family-teacher conferences.

(C). Provides specific strategies for including families in children's learning on an on-going basis, such as 1) materials regarding child development and classroom activities that can be shared with families; 2) process to include families in planning for individual children's learning experiences; 3) materials that support families in providing learning experiences within the home setting that are coordinated with and support the learning experiences provided in the classroom.

The BCCT curriculum provides monthly parent/family letters that are to be sent home at the beginning of each theme. These letters provide the following:

- A description of the theme and topics of interest
- The focus color, geometric shape, and letters
- Ideas for parent/family participation in the classroom activities
- Ideas for parent/family home activities

See winter theme, Baby It's Cold Outside, back cover page for suggested family involvement. This page can be copied or added to in order to individually fit each classroom. A prompt to remind teacher's about the "parent letter" can be found in this same theme on page 11. Such prompts are in all of the 10 themes during the first week of sharing circle experiences.

- (D). Provides guidance on how to establish positive relationships with non-English speaking families, support for communication, and suggestions or tools teachers can use to involve these families in the classroom and/or their own child's learning experiences, such as translated materials.

The strategies for developing positive relationships with non-English speaking families are the same as for any other family. Welcoming, positive greetings as families enter the classroom will open these relationships. (Real & Make Believe theme) The opening theme, Me & My Family, the celebration and inclusion of each child's family provides the perfect platform to further solidify these relationships. The parent letters, found in the support materials, encourage all parents to participate in the classroom activities. These letters are simply written and can be translated to assist with specific parent participation. (BCCT theme, Me & My Family)

Section VI. Professional Development (3 points):

- (A). Materials describing professional development that supports curriculum implementation 1) address all components/ areas of the curriculum and all age levels addressed by the curriculum; 2) is available to all providers in Georgia who select and use the curriculum; 3) has at least a beginner and a more advanced option available to promote on-going professional development for providers who have received the initial training and are experienced using the curriculum.

The curriculum contains a set of six training videos. These videos can be used at any time to train staff and review relevant subject areas. The videos enable caregivers to: design and implement a quality, structured, play area and scaffold a complete play experience; recognize the stages of children's development; use daily observations of children's experiences for authentic assessment; and much more. Additional free support materials can be found online at www.bcctseries.com. Customized, on-site initial implementation training (one- or two-day) is available for a fee to providers in Georgia, as is follow-up, onsite training. In-classroom technical assistance and demonstration, as well as mentor coaching, are also available for a fee. The Creative Preschool Model program located in Tallahassee, Florida and operated by the author has an "open door" policy allowing visitors (by appointment only) to tour the curriculum in action.