

# Preschool Scheduling Considerations

	<u>Tier 1</u> All	<u>Tier 2</u> Some	<u>Tier 3</u> Few
General	General Curriculum		
Literacy	Literacy and Language-Rich Classroom Environment  Literacy Curriculum addresses 1) Phonological Awareness, 2) Oral Language, 3) Alphabet Knowledge, 4) Print Awareness and includes: <ul style="list-style-type: none"> <li>• Daily Shared Book Reading (dialogic reading and print referencing strategies used)</li> <li>• Explicit Vocabulary Instruction</li> <li>• Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Small group (3 to 4 students) targeted instruction 3-5 times per week for 10-15 minutes, and</li> <li>• participation in targeted centers 2 to 5 times per week.</li> </ul>	<ul style="list-style-type: none"> <li>• Small group (1 to 2 students) 5 times per week for 10 – 15 minutes,</li> <li>• Participation in targeted centers daily, and</li> <li>• Embedded learning opportunities.</li> </ul>
Numeracy	<ul style="list-style-type: none"> <li>• Math-Rich Classroom Environment</li> <li>• Math Curriculum addresses:               <ul style="list-style-type: none"> <li>– Counting and Cardinality</li> <li>– Operations and Algebraic Thinking</li> <li>– Measurement and Data Analysis</li> <li>– Geometry</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Small group (3 to 4 students) targeted instruction 3-5 times per week for 10-15 minutes, and</li> <li>• participation in targeted centers 2 to 5 times per week.</li> </ul>	<ul style="list-style-type: none"> <li>• Small group (1 to 2 students) 5 times per week for 10 – 15 minutes,</li> <li>• Participation in targeted centers daily,</li> <li>• Embedded learning opportunities.</li> </ul>
Behavior	<ul style="list-style-type: none"> <li>• 10 min lesson per week, school-wide lesson locations</li> <li>• Use of school-wide expectation matrix</li> <li>• Use of school-wide acknowledgement system</li> </ul>	<ul style="list-style-type: none"> <li>• Small group instruction on specific social skills, and/or</li> <li>• Participation in targeted center activities</li> </ul>	<ul style="list-style-type: none"> <li>• Individualized interventions</li> </ul>
Social	<ul style="list-style-type: none"> <li>• 10 min daily Social Skills Curriculum</li> </ul>		

1. We looked at Itinerant/shared teachers and negotiated the best possible schedule for those teachers to support the students in our school.
2. We assured that Collaborative Teams have common time to do data based decision making and problem solving.
3. We have developed a sample schedule to illustrate expectations to teachers.
4. We have communicated scheduling expectations to teachers.
5. Teachers' schedules reflect time for Tier1, 2 & 3 supports, minimize transitions and maximize instructional time.

The contents of this resource were developed under an agreement from the Federal Department of Education to the Kansas State Department of Education. However, the contents do not necessarily represent the policy of the Department of Education, and endorsement by the Kansas State Department of Education or the Federal Government should not be assumed. Kansas MTSS and Alignment is funded through Part B funds administered by the Kansas State Department of Education's Special Education and Title Services. Keystone Learning Services does not discriminate on the basis of race, color, national origin, sex, disability, or age in this program and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: Keystone Learning Services Executive Director, 500 E. Sunflower Blvd, Ozawkie, KS 66070, 785-876-2214.