

National Association for
the Education of Young
Children (NAEYC)
Accreditation,
Teachers,
& Curriculum



LCCC
Children's Discovery Center
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NAEYC Accreditation

The LCCC Children's Discovery Center (CDC) is accredited by the National Association for the Education of Young Children (NAEYC). NAEYC is a professional membership organization that works to promote high-quality early learning for all young children, birth through age 8, by connecting early childhood practice, policy, and research. NAEYC Accreditation for Early Childhood Programs is seen as the "gold standard" in the early education field because of its comprehensive nature. Through accreditation, the center engages in a self-study, and goes through the accreditation process every 5 years. In the 5th year, NAEYC sends accreditation specialists to complete a thorough site visit, where they look at everything within the program.

NAEYC provides a framework to help programs understand their strengths and challenges, and uses the 10 NAEYC Early Learning Standards and Criteria to ensure the quality of children's daily experiences in early childhood programs and to promote positive outcomes. Program standards and accreditation criteria are based on evidence of what makes quality programs and are aligned with the profession's collective knowledge of best practices. NAEYC has identified four key groups of early childhood education stakeholders: children, community partners, teachers, and administrators. For more information on NAEYC, please visit their website at www.NAEYC.org

NAEYC has strived to improve early learning programs since 1926. Their accreditation system sets the standard for excellence in early childhood education programs for birth through kindergarten. NAEYC has 10 standards that work together to provide a definition of quality early learning programs.

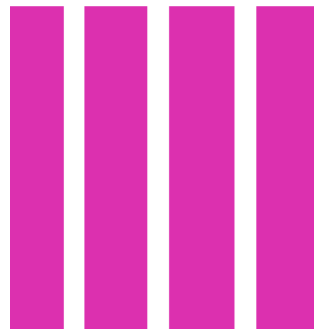
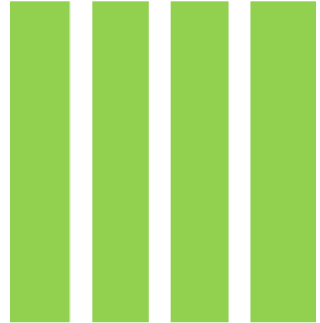
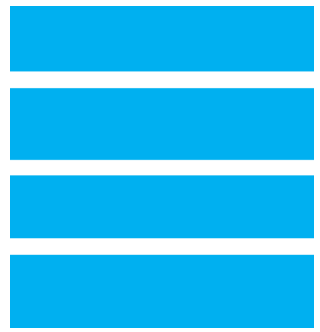
The Accreditation process promotes program accountability. The standards and assessment items "provide guidance to all programs about making improvements." The accreditation process focuses on children, staff, partnerships, and administration.

Licensing

As an entity of Laramie County Community College, the Children's Discovery Center voluntarily goes through the licensing process with the Wyoming Department of Family Services (DFS).

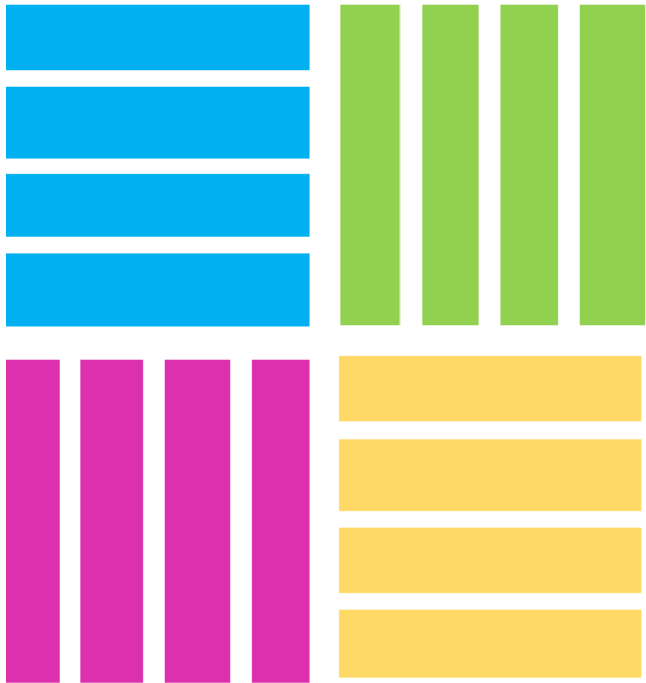
Being licensed is a measure of professionalism, and because our goal is to model professionalism and best practices for the college students we teach, we follow the licensing guidelines established through the Wyoming Department of Family Services while adhering to the NAEYC standards and criteria which go above and beyond the state licensing standards.

Wyoming Department of Family Services licensing guidelines can be found at [Licensing Rules - Wyoming Department of Family Services](#)





Teaching Staff



- The Children's Discovery Center employs both full time (teachers) and part time (classroom aides/substitutes) to care for and educate the children that are enrolled in the center. Each classroom has two full time teachers (a Lead and an Associate).
- All employees of LCCC, including those at the CDC, must receive a clear background check prior to being hired. The CDC employees must also be free from any history of substantiated child abuse or neglect.
- All Lead Teachers must have a minimum of a Bachelor's Degree in Early Childhood Education or a related field and Associate Teachers must have a minimum of an Associate's Degree in Early Childhood Education or related field.
- LCCC students (unless they are employed by the center) and volunteers are NOT permitted to work alone with children. They must be with, and supervised by, regularly scheduled teaching staff at all times.

- All CDC staff must be certified in Pediatric CPR and First Aid. Full time teachers must also be certified in Medication Administration and complete Bloodborne Pathogens training.
- All CDC staff are required to complete a T. B. Risk Assessment.
- Before working alone with children, all new staff are given an initial orientation that introduces them to the fundamental aspects of program operation, including:

- * Program philosophy, values, and goals;
- * Expectations for ethical conduct (NAEYC Code of Ethical Conduct);
- * Health, safety, and emergency procedures;
- * Individual needs of children they will be teaching/caring for;
- * Accepted guidance and classroom management techniques;
- * Daily activities and routines of the program;
- * Program curriculum and child assessment processes;
- * Child abuse and neglect reporting procedures;
- * Program policies and procedures covered in the staff handbook.



Staff Requirements





Creating the Environment

The CDC staff work together collaboratively to plan, implement, and maintain a learning environment that supports the philosophy and goals of the program and helps children manage their behavior and transitions. Their choices reflect an understanding of children's developmental characteristics and individual needs and interests, the environment is safe, stimulating, predictable, and organized. Children's work is regularly displayed (at child's eye level when possible) and used to revisit and extend their learning.

Respect for each person's (children, staff, and families) needs, abilities, and interests is of utmost priority. Teachers work to create and maintain a setting in which children of differing abilities, home and community contexts, and values are respected and integrated to form a cohesive community of learners. Teachers work to create, offer and scaffold opportunities for children to participate in classroom decision making and develop independence, empathy, and mutual respect. Teachers individualize behavior management and learning plans and involve parents in decision-making on behalf of each child.

Teachers develop a daily schedule for each class group that allows for a balance of indoor/outdoor, quiet/active, small-group/large-group/individual, and child-initiated/teacher-directed activities.

Daily schedules are tweaked as needed to fit the uniqueness of the individual children in the classroom. Each classroom is scheduled for time on the playground each morning and afternoon. Children spend time outside each day weather permitting, as long as the wind chill is 20° or higher. If it is too cold to go outside, we have access to the gym in the mornings.

Teachers use routines to create a sense of security, predictability, and promote social interaction. A daily schedule and lesson plan are posted in each classroom. Schedules are flexible and adapted to respond to unanticipated or spontaneous learning opportunities. Teachers use classroom routines, transitions, and rules to provide children opportunities to participate and develop responsibility and citizenship.

Daily Schedules & Routines



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Teachers use routines to create a sense of security, predictability, and to promote social interaction. A daily schedule and weekly lesson plan are posted in each classroom. Schedules are flexible and adapted to respond to unanticipated or spontaneous learning opportunities. Teachers use classroom routines, transitions, rules and expectations to provide children opportunities to participate and develop responsibility.



Our Curriculum

□ Creative Curriculum

The Creative Curriculum is the lead curriculum at the Children's Discovery Center. This is a nationally recognized, play based learning curriculum that focuses on interest areas and fosters creativity in both children and teachers. Being creative means thinking of new ideas, obtaining information by asking questions, and learning through trial and error. This curriculum addresses children's social/emotional, cognitive, language, and physical development. The Creative Curriculum balances both teacher-directed and child-initiated learning. The curriculum guides and supports teachers while allowing them to be responsive to children, while providing a carefully organized, rich environment for the children to explore and learn in.

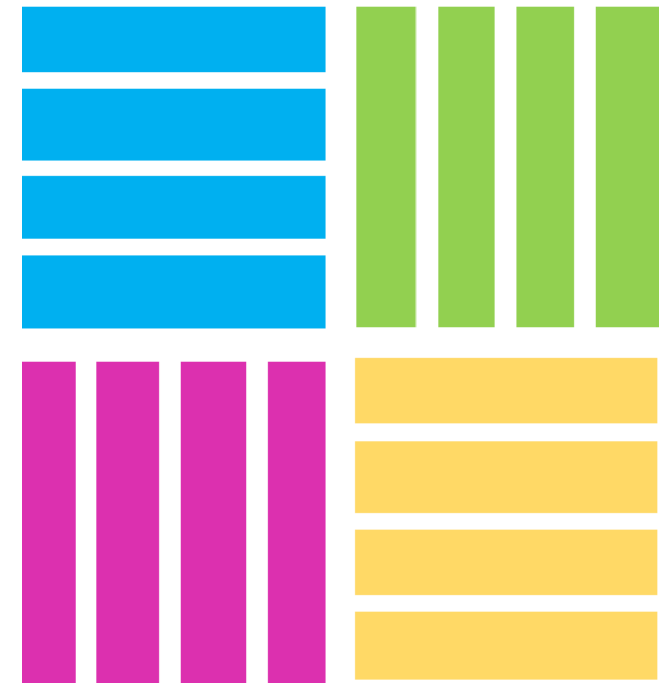
□ Zoo-Phonics Curriculum

Zoo-phonics, a multisensory language arts program, is a kinesthetic, multi-modal approach to learning all aspects of language arts, including vocabulary development and articulation, based on phonics and phonemic awareness. The curriculum uses a whole brain approach, creating strong readers and spellers, using "phono" (hearing), "oral" (speaking), "visual" (seeing), "kinesthetic" (moving), and "tactile" (touching) methods. The combination of having a name, a sound, an animal and a movement connected to each letter allows the children to make connections and learn the letters, their names, and their sounds faster.



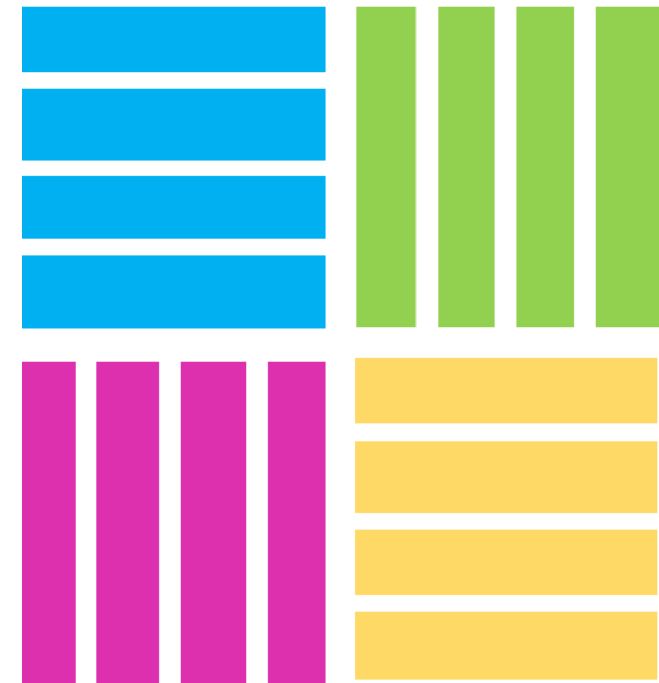
- **Ecological Responsibility** - Children have the opportunity to develop a sense of responsibility for each other and their natural environment and resources. Gardening, recycling, and care of the physical and natural environment are an increasing part of our curriculum as we look for ways to help children develop an awareness of the importance of a sustainable and ecologically respectful global environment.
- **Social Studies** - Children's awareness of themselves and the world around them is developed by establishing respectful and supportive classroom communities that focus on the sharing of cultures, customs, language, and the traditions of the families in the class.
- **Language Arts & Emergent Literacy** - Multiple literacies develop through daily experiences and practice with many forms of communication. Making extensive use of high-quality, culturally responsive literature, modeling, recording, and revisiting conversations and discussions, and generating literacy products such as books, charts, letters, and interactive Smart TVs, enables children to progress from acquisition of language to the productive use of oral and written language to express original ideas.
- **Physical Development** - Physical development occurs both naturally through various kinds of play as well as intentionally by planning opportunities to strengthen and refine fine and gross motor skills. Physical experiences develop the child's body coordination, balance, agility, and spatial awareness.
- **Creative Arts** - Recognizing that supporting and encouraging creativity is important for the development of the whole child, children need frequent opportunities to express and explore their ideas in many ways, they need exposure to a wide variety of flexible materials that can be used in different ways. The arts are primary means by which cultures represent their history, achievements, and values, therefore exposure to a wide variety of visual arts, music, drama, and movement activities is essential.

Daily Play-Based Opportunities to Learn About...



- Math - Children acquire fundamental mathematical concepts, logical thinking, and problem solving through the manipulation of materials and application of skills and concepts to real life situations. Concepts learned through work with manipulatives, block building, sand and water play and problem posing/solving embedded in group project work include one-to-one correspondence, patterning, counting, sorting, comparing, shape recognition, addition, and subtraction.
- Science - Children are innately curious about the natural world and their environment; they develop science process skills through observing, classifying, measuring, communicating, inferring, predicting, and experimenting with familiar objects, animals, and natural processes. Experimenting, learning through trial and error, hypothesizing, and developing systematic inquiry processes take time and repeated opportunities to discover how things move, grow, and change. Cooking activities (slime, playdough, etc.) also offer practical and meaningful examples of how scientific principles are applied in daily life.
- Social/Emotional Competence - The learning environments at the center foster and encourage development of children's positive self-confidence by enabling them to cope with setbacks and frustrations. Children are supported as they learn to make choices, assume responsibility, become independent, express feelings and needs in words, participating in creating and abiding by the rules established for behavior in the classroom environment. Children learn to respect others' feelings, choices, and opinions.
- Health & Safety - Through adult modeling and practice, children learn health and safety concepts such as personal hygiene, playground and classroom safety and emergency preparedness, these are reinforced in the daily routines in each classroom.

Daily Play-Based Opportunities to Learn About...



Ages & Stages Screening/Assessment Tool

Within 45 days of enrollment, and each year in September, every child's developmental growth is assessed by the Ages and Stages Questionnaire (ASQ). Parents are asked to complete the ASQ-SE to assess their child social emotional development at the same times. Teachers complete the ASQ, screening the child's communication skills, gross motor skills, fine motor skills, problem solving skills, and personal-social skills. Based on these screening tools, the teachers set a goal to work on with the child from the area of the screening that their results were the weakest. The teachers utilize these goals when creating activities in their lesson plans to help the children strengthen these areas.

Classroom teachers interact with children both individually and in groups to assess each child's strengths and needs, then use that knowledge to develop curriculum objectives and individualized teaching methods. The Wyoming Early Learning Standards are used and completed by the classroom teachers to paint a picture of each child's growth and development in the following areas, Emotional Development, Social Development, Culture, Family, and Community, Communication, Literacy, Approaches to Learning, Mathematics, Scientific Reasoning, Physical Development, and Daily Living Skills. Twice each year, the teaching teams meet with the family for a Family Conference. These occur in November and May, and a written family conference form will be provided to the family at each of these conferences. Additional conferences can be requested at any time by the family or the teaching team.

If there are any concerns or questions about the assessment and screening tools mentioned above, please feel free to speak with your child's teaching team or the CDC Administrators.



Child Assessment Plan



Transitioning to a New Classroom

Changing Classrooms

Children are transitioned to a new classroom when it is developmentally appropriate for them to be engaged in activities with children who are in an older developmental class, and when space is available. It is not uncommon for a child to be in a classroom past the chronological age of the classroom in the spring due to the center being at full capacity, when this happens, the teachers still continue to work with the children at their developmental level. Then as children leave the CDC to go to kindergarten over the summer, there tends to be more movement in the classrooms to transition children up.

Once the administrators have determined the available space and a timeline and talked with both teaching teams, the administrators will provide a transition form to the teaching teams and the family. This transition form will include the dates, classroom names, teacher names, and classroom phone numbers, at some point between getting this form and the transition date, the family will be taken to the new classroom and introduced to the new teachers.

What does the transition look like? This is a 2 day process (more if needed, on a case by case basis).

- On the 1st day, your child will get to spend half of their day in the new classroom. You will drop him/her off in the current classroom, and the teachers will take your child to the new classroom after breakfast. Your child will stay in the new classroom until lunch time, then return to his/her current classroom for lunch and the rest of the day. Please note, if a child is doing great in their new classroom, and are sad when asked to return to their old classroom, they will be allowed to stay in the new classroom for the remainder of the day, and the family will be notified.
- On the 2nd day, you will drop your child off in the new classroom, and they will be able to spend the day in the new classroom. As long as all goes well, and you and your child are comfortable with everything, your child will then be officially placed in the new classroom.

** If your child is moving to a new classroom after a long break, prior to the break they will get to visit the new classroom and meet the teachers, but your child will start the day after returning from break in the new classroom.

