

Components of the Preschool Center Based Daily Schedule*

Classroom: _____

Teaching Team: _____

Date of Completion: _____

Date of Revisions: _____

The Head Teacher in each preschool classroom will use this document as the framework for identifying the roles and responsibilities of each member of the teaching team. The Head Teacher will plan strategically with the teaching team and document in the far-right column, who will do what and when. Should on-going monitoring reveal an area in need of improvement, this tool will be used as a starting point for re-thinking the classroom specific strategies.

This document must be reviewed according to the dates on the staff calendar. If there are no updates, submit the last page to your program manager by entering the reviewed date, indicating there were no updates, and team members signatures. This document will also be reviewed and updated when there is a team change. Every time this document is updated, it must be submitted to your program manager. A copy of this document must be posted in your classroom.

*Use multiple copies of Transition & Large Group event pages as needed.

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A. Planning and Preparation Time

General Child Objectives Children will:	Primary Adult Roles and Duties	Duty Assignments (use HT/AT/Para/Sub)	Classroom Specific Strategies	References
Interact within a safe, organized, well stocked environment	A1 Review daily plans and ensure all materials are available and prepared in advance	A1 Primary: Secondary: Tertiary:		CLASS Dimension Guide Productivity Weekly Planning Policy ED-03-106
	A2 Perform health and safety inspection of classroom, materials, bathroom and indoor/outdoor large muscle space	A2 Primary: Secondary: Tertiary:		Daily Classroom Checklist Appendix ED-G11
	A3 Re-stock, re-organize interest areas	A3 Primary: Secondary: Tertiary:		Daily Playground Checklist Appendix ED-G12
	A4 Set up for/prepare breakfast	A4 Primary: Secondary: Tertiary:		Teaching Strategies GOLD Creative Curriculum for Preschool Sixth Edition Volume 1 The Foundation Pages 85-90 Planning Each Week



	A5	A5 Primary: Secondary: Tertiary:		
	A6	A6 Primary: Secondary: Tertiary:		
	A7	A7 Primary: Secondary: Tertiary:		
	A8	A8 Primary: Secondary: Tertiary:		
Individualization Review IEP's and intervention Implementation Planning Forms and other child data to ensure individual goals are planned for and incorporated into daily plans			Site Specific Plans for Individualization	



B. Arrival

General Child Objectives Children will:	Primary Adult Roles and Duties	Duty Assignments (use HT/AT/Para/Sub)	Classroom Specific Strategies	References
Regulates own emotions and behaviors Establishes and sustains positive relationships Listens to and understands increasingly complex language Remembers and connects experiences Participates cooperatively and constructively in group situations	B1 Follow Site Specific Supervision and/or Arrival/Departure Plans	B1 Primary: Secondary: Tertiary:		Site Specific Supervision Plan Site Specific Arrival and Departure Plans Arrival and Departure Plan Policy ED-03-133 Active Supervision Policy HS-02-102 The Learning Environment ED-03-105 Attendance Chart Home/School CLASS Dimensions Guide Positive Climate Teacher Sensitivity
	B2 Take attendance	B2 Primary: Secondary: Tertiary:		
	B3 Check backpacks for parent communication (notes, etc.)	B3 Primary: Secondary: Tertiary:		
	B4 Remind children individually and collectively of any significant changes to daily routine (i.e.: visitor, special event).	B4 Primary: Secondary: Tertiary:		



	B5 Assist children as they remove outerwear and store personal belongings	B5 Primary: Secondary: Tertiary:		Daily Health Checklist HS-A2
	B6	B6 Primary: Secondary: Tertiary:		
	B7	B7 Primary: Secondary: Tertiary:		
	B8	B8 Primary: Secondary: Tertiary:		
Individualization Observe each child for health, physical, social and emotional well-being Incorporate imbedded learning opportunities and curriculum modifications from a child’s IEP			Site Specific Plans for Individualization	



C. Meals

General Child Objectives Children will:	Primary Adult Roles and Duties	Duty Assignments (use HT/AT/Para/Sub)	Classroom Specific Strategies	References
Regulates own emotions and behaviors	C1 Supervise proper handwashing (hand washing should be done before and after each meal)	C1 Primary: Secondary: Tertiary:		Food Handling and Feeding Policy HS-02-110 ChildPlus Attendance/Meal Count Online Meals must be marked in CP at "point of service" or when children have been served. If CP is down – staff should use paper form 2315 Daily Attendance and Meals Worksheet Follow CACFP Guidelines for meal counts & other requirements CLASS Dimensions Guide Quality of Feedback Positive Climate Regard for Student Perspectives Health Plan Policy HS-02-104
Demonstrates fine motor strength and coordination	C2 Clean and prepare tables for mealtime (set out food, napkins, drinks, etc.)	C2 Primary: Secondary: Tertiary:		
Listens to an understands increasing complex language	C3 Clean mealtime accidents and provide extra food and refills to children	C3 Primary: Secondary: Tertiary:		
Use appropriate conversational and other communication skills	C4 Clean and sanitize tables and meal area following mealtime	C4 Primary: Secondary: Tertiary:		
Uses classification skills				
Uses number concepts and operations				



Compares and measures	C5	C5 Primary: Secondary: Tertiary:		Facility Cleaning, Sanitizing and Disinfection Policy HS-02-123 Sanitation procedures for disinfecting tables Creative Curriculum for Preschool Sixth Edition Volume 1 The Foundation Pages 75-76 Mealtimes Classroom Nutritional Feedback Form Appendix HS-J1
	C6	C6 Primary: Secondary: Tertiary:		
	C7	C7 Primary: Secondary: Tertiary:		
	C8	C8 Primary: Secondary: Tertiary:		
Individualization Observe for any dramatic changes in appetite that could be indicative of illness or emotional upset Tune into child conversations for valuable information about home life happening Incorporate embedded learning opportunities and curriculum modifications from child’s IEP			Site Specific Plans for Individualization	



D. Toileting

General Child Objectives Children will:	Primary Adult Roles and Duties	Duty Assignments (use HT/AT/Para/Sub)	Classroom Specific Strategies	References
Demonstrate self-direction and independence Follow classroom routines Demonstrates fine motor strength and coordination	D1 Checking and changing soiled diapers (if this responsibility is shared equally amongst classroom staff use Equal)	D1 Primary: Secondary: Tertiary:		Bathroom Safety Policy HS-02-122 Active Supervision Policy HS-02-102
	D2 Monitoring and restocking any toileting supplies	D2 Primary: Secondary: Tertiary:		Toilet Learning Policy ED-03-112
	D3	D3 Primary: Secondary: Tertiary:		Parent Teacher Agreement for Toilet Learning Appendix ED-L2
	D4	D4 Primary: Secondary: Tertiary:		Diapering Log Appendix HS-A3



	D5	D5 Primary: Secondary: Tertiary:		
	D6	D6 Primary: Secondary: Tertiary:		
	D7	D7 Primary: Secondary: Tertiary:		
	D8	D8 Primary: Secondary: Tertiary:		
Individualization Observe child in diapers for signs of toilet training readiness Keep alert to changes in toileting patterns that may be indicative of illness or the need for dietary modifications Incorporate imbedded learning opportunities and curriculum modifications form a child's IEP			Site Specific Plans for Individualization	



E. Large Group Time (Morning Meeting, Read Aloud, Large Group Discussion)

General Child Objectives Children will:	Primary Adult Roles and Duties	Duty Assignments (use HT/AT/Para/Sub)	Classroom Specific Strategies	References
Regulates own emotions and behaviors Participates cooperatively and constructively in group situations Comprehends and responds to books and other texts Listens to and understands increasing complex language Uses language to express thoughts and needs	E1 Lead circle time meeting	E1 Primary: Secondary: Tertiary:		The Creative Curriculum for Preschool Sixth Edition The Foundation Volume 1 Pages 70-71 Pages 167-168 Large Group CLASS Dimensions Guide • All Domains
	E2	E2 Primary: Secondary: Tertiary:		Weekly Planning Policy ED-03-106 Large Group PATHS Manual
	E3	E3 Primary: Secondary: Tertiary:		The Creative Curriculum for Preschool Sixth Edition Volume 3 Pages 65-102 Enter Documentation
	E4	E4 Primary: Secondary: Tertiary:		



Demonstrates positive approaches to learning Remembers and connects experiences	E5	Primary: Secondary: Tertiary:		into Teaching Strategies GOLD The Creative Curriculum for Preschool Sixth Edition Volume 2 Interest Areas Pages 200-204 Group Singing and Movement Child's IEP
	E6	Primary: Secondary: Tertiary:		
	E7	Primary: Secondary: Tertiary:		
	E8	Primary: Secondary: Tertiary:		
Individualization Observe for children who are not yet ready to sit. With supervisor, develop a plan for gradual development of attending skills within a large group Incorporate imbedded learning opportunities and curriculum modifications from a child's IEP			Site Specific Plans for Individualization	



F. Transitions

General Child Objectives Children will:	Primary Adult Roles and Duties	Duty Assignments (use HT/AT/Para/Sub)	Classroom Specific Strategies	References
Understand and follows directions	F1 Provide a five-minute warning to individual children and small groups being sure to say what activity is coming up next	F1 Primary: Secondary: Tertiary:		The Creative Curriculum for Preschool Sixth Edition Volume 1 The Foundation Pages 74-75 Pages 169-173 Transitions CLASS Dimensions Guide Page 14 Productivity Mighty Minutes The Creative Curriculum for Preschool Sixth Edition The Foundation Page 77 The Daily Schedule Policy and Procedure Manual Active Supervision Policy HS-02-102
Regulates own emotions and behavior	F2	F2 Primary: Secondary: Tertiary:		
Participates cooperatively and constructively in group situations	F3	F3 Primary: Secondary: Tertiary:		
Remembers and connects experiences	F4	F4 Primary: Secondary: Tertiary:		
Listens to and Understands increasingly complex language				



	F5	F5 Primary: Secondary: Tertiary:		Policy and Procedure Manual Modifications and Adaptations for Children with Disabilities DA-E1
	F6	F6 Primary: Secondary: Tertiary:		
	F7	F7 Primary: Secondary: Tertiary:		
	F8	F8 Primary: Secondary: Tertiary:		
Individualization Observe each child for ability to follow routine and implement individual transition plan for children who experience difficulty Incorporate imbedded learning opportunities and curriculum modifications from child's IEP		Site Specific Plans for Individualization		



G. Centers

General Child Objectives Children will:	Primary Adult Roles and Duties	Duty Assignments (use HT/AT/Para/Sub)	Classroom Specific Strategies	References
Regulates own emotions and behaviors Participates cooperatively and constructively in group situations Listens to and understands increasingly complex language Uses language to express thoughts and needs Uses appropriate conversational and other communication skills Uses symbols and image to represent something not present Develop cognitively	G1	G1 Primary: Secondary: Tertiary:		CLASS Dimension Guide • All Domains and Dimensions The Creative Curriculum for Preschool Sixth Edition Volume 2 Interest Areas The Creative Curriculum for Preschool Sixth Edition Volume 1 The Foundation Pages 162-164 Weekly Planning ED-03-106 Active Supervision HS-02-102 The Creative Curriculum for Preschool Sixth Edition Volume 2 Interest Areas Pages 2-281
	G2	G2 Primary: Secondary: Tertiary:		
	G3	G3 Primary: Secondary: Tertiary:		
	G4	G4 Primary: Secondary: Tertiary:		



Demonstrates phonological awareness Develop listening, speaking, reading and writing skills Demonstrates knowledge of the alphabet Developing problem solving skills Demonstrates positive approaches to learning Demonstrates emergent writing skills Uses number concepts and operations	G5	G5 Primary: Secondary: Tertiary:		
	G6	G6 Primary: Secondary: Tertiary:		
	G7	G7 Primary: Secondary: Tertiary:		
	G8	G8 Primary: Secondary: Tertiary:		
Individualization Intentionally provide choices for children that will demonstrate levels of skill development that are in need of observation for assessment purposes. Again, refer to classroom summary worksheet for guidance Incorporate imbedded learning opportunities and curriculum modifications from a child’s IEP or other intervention plans		Site Specific Plans for Individualization		



H. Small Group Time

General Child Objectives Children will:	Primary Adult Roles and Duties	Duty Assignments (use HT/AT/Para/Sub)	Classroom Specific Strategies	References
Demonstrate understanding of print concepts	H1	H1		The Creative Curriculum Intentional Teaching Experiences and Assessment Opportunity Cards Heggerty Curriculum CLASS Dimensions Guide •Regard for Student Perspectives •Productivity •Instructional Learning Formats •Concept Development •Quality of Feedback •Language Modeling The Creative Curriculum for Preschool Sixth Edition Volume 1 Small group Pages 71-72.
Demonstrate knowledge of alphabet		Primary: Secondary: Tertiary:		
Comprehend and interpret meaning from books	H2	H2		
Develop phonological awareness		Primary: Secondary: Tertiary:		
Demonstrates positive approaches to learning	H3	H3		
Comprehends and responds to books and other texts		Primary: Secondary: Tertiary:		
Listens to and understands increasingly	H4	H4		
		Primary: Secondary: Tertiary:		



complex language Uses language to express thoughts and needs Uses appropriate conversational and other communication skills Use number concepts and operations Explores and describes spatial relationships and shapes Demonstrates knowledge of patterns	H5	H5 Primary: Secondary: Tertiary:		Teaching Strategies GOLD Classroom Profile The Creative Curriculum for Preschool Sixth Edition Volume 1 Small Group The Foundation Pages 162-164 Teaching Strategies Weekly Planning Form
	H6	H6 Primary: Secondary: Tertiary:		
	H7	H7 Primary: Secondary: Tertiary:		
	H8	H8 Primary: Secondary: Tertiary:		
Individualization Observe and build math and literacy skills		Site Specific Plans for Individualization		



J. Intentional Teaching Experiences - ITE

General Child Objectives Children will:	Primary Adult Roles and Duties	Duty Assignments (use HT/AT/Para/Sub)	Classroom Specific Strategies	References
Be provided with opportunities for individual and small group, direct instruction	J1	J1 Primary: Secondary: Tertiary:		The Creative Curriculum for Preschool Volume 1 The Foundation Pages 163-166 Small Group Times
Make progress towards completion of established objectives	J2	J2 Primary: Secondary: Tertiary:		CLASS Dimension Guide Concept Development Quality of Feedback Language Modeling Productivity
Demonstrate skills at teacher's direct request	J3	J3 Primary: Secondary: Tertiary:		Weekly Planning Policy ED-03-106 Teaching Strategies GOLD Classroom Profile Report
	J4	J4 Primary: Secondary: Tertiary:		Creative Curriculum for Preschool Edition The Foundation Pages 85-90 Planning Each Week



	J5	J5 Primary: Secondary: Tertiary:		
	J6	J6 Primary: Secondary: Tertiary:		
	J7	J7 Primary: Secondary: Tertiary:		
	J8	J8 Primary: Secondary: Tertiary:		
Individualization Incorporate child focused instructional strategies from individual child’s IEP or other intervention plan			Site Specific Plans for Individualization	



K. Informal Read-Aloud

General Child Objectives Children will:	Primary Adult Roles and Duties	Duty Assignments (use HT/AT/Para/Sub)	Classroom Specific Strategies	References
Connect and integrate literacy and learning	K1	K1 Primary: Secondary: Tertiary:		The Creative Curriculum for Preschool Sixth Edition Volume 1 The Foundation Pages 97-100 The Creative Curriculum for Preschool Sixth Edition Volume 3 Literacy Pages 75-86 CLASS Dimensions Guide •Quality of Feedback •Language Modeling •Concept Development Tender Topics Book Collection
Demonstrates positive approaches to learning	K2	K2 Primary: Secondary: Tertiary:		
Uses literacy as a source of enjoyment	K3	K3 Primary: Secondary: Tertiary:		
Listens to and understands increasingly complex language	K4	K4 Primary: Secondary: Tertiary:		
Demonstrates phonological awareness				
Demonstrates knowledge of the alphabet				



Establishes and sustains positive relationships Retell the story Uses language to express thoughts and needs	K5	K5 Primary: Secondary: Tertiary:		
	K6	K6 Primary: Secondary: Tertiary:		
	K7	K7 Primary: Secondary: Tertiary:		
	K8	K8 Primary: Secondary: Tertiary:		
Individualization Incorporate embedded learning opportunities and curriculum modifications from a child’s IEP Observe/tune in to children who would benefit from bibliotherapy			Site Specific Plans for Individualization	



M. Repeated Read-Aloud

General Child Objectives Children will:	Primary Adult Roles and Duties	Duty Assignments (use HT/AT/Para/Sub)	Classroom Specific Strategies	References
Connect and integrate literacy and learning	M1	M1 Primary: Secondary: Tertiary:		The Creative Curriculum for Preschool Sixth Edition Volume 3 Literacy Pages 84-86 Teaching Strategies Book Discussion Cards (Guide for you to use as you read the book aloud with a group. They include suggestions for introducing the story, definitions, words to emphasize, examples of questions and additional questions related to social-emotional objectives.) CLASS Dimensions Guide •Instructional Learning Formats •Concept Development
Gain knowledge of print	M2	M2 Primary: Secondary: Tertiary:		
Begin to identify letters and words	M3	M3 Primary: Secondary: Tertiary:		
Hear and discriminate sounds	M4	M4 Primary: Secondary: Tertiary:		
Expand vocabulary, including feeling words				
Use literacy as a source of enjoyment				
Develop comprehension skills				



Develop increased understanding of self and others Ask and answer questions Retell the story Comprehends and responds to books and other texts	M5	M5 Primary: Secondary: Tertiary:		•Quality of Feedback •Language Modeling
	M6	M6 Primary: Secondary: Tertiary:		
	M7	M7 Primary: Secondary: Tertiary:		
	M8	M8 Primary: Secondary: Tertiary:		
Individualization Incorporate imbedded learning opportunities and curriculum modifications from a child’s IEP		Site Specific Plans for Individualization		



N. Outdoor/Gym

General Child Objectives Children will:	Primary Adult Roles and Duties	Duty Assignments (use HT/AT/Para/Sub)	Classroom Specific Strategies	References
Develop age-appropriate gross motor skills	N1	N1 Primary: Secondary: Tertiary:		Active Supervision Policy HS-02-102 Outdoor Supervision Policy The Creative Curriculum for Preschool Volume 2 Interest Areas Pages 255-280 Outdoors CLASS Dimensions Guide •Behavior Management •Regard for Student Perspectives •Instructional Support
Develop cognitive, social-emotional and language skills	N2	N2 Primary: Secondary: Tertiary:		
Demonstrate traveling skills	N3	N3 Primary: Secondary: Tertiary:		
Demonstrate balancing skills	N4	N4 Primary: Secondary: Tertiary:		
Demonstrates gross motor manipulative skills				
Participates cooperatively and constructively in group situations				



Listens to and understands increasingly complex language Regulates own emotions and behaviors Establishes and sustains positive relationships	N5	N5 Primary: Secondary: Tertiary:		
	N6	N6 Primary: Secondary: Tertiary:		
	N7	N7 Primary: Secondary: Tertiary:		
	N8	N8 Primary: Secondary: Tertiary:		
Individualization Observe children physically for any injuries that may have gone unrecognized while the child was actively engaged in play or for wet or soiled clothing that requires changing once indoors Incorporate embedded learning opportunities from child’s IEP Observe children for signs of “overexcitement” and redirect to calming activity			Site Specific Plans for Individualization	



P. Rest and Relaxation

General Child Objectives Children will:	Primary Adult Roles and Duties	Duty Assignments (use HT/AT/Para/Sub)	Classroom Specific Strategies	References
Demonstrates healthy sleep habits Be provided with opportunities for rest and relaxation daily to rejuvenate for the afternoon Participate cooperatively in quiet learning activities	P1	P1 Primary: Secondary: Tertiary:		Head Start Performance Standards: Teaching and the learning environment 1302.31 C (e) Caring for Our Children (CFOC) Chapter 5: Sleep and Rest Areas 5.4.5.1: Sleeping equipment and Supplies The Creative Curriculum for Preschool Sixth Edition Volume 1 The Foundation Page 76-77
	P2	P2 Primary: Secondary: Tertiary:		
	P3	P3 Primary: Secondary: Tertiary:		
	P4	P4 Primary: Secondary: Tertiary:		



	P5	P5 Primary: Secondary: Tertiary:		
	P6	P6 Primary: Secondary: Tertiary:		
	P7	P7 Primary: Secondary: Tertiary:		
	P8	P8 Primary: Secondary: Tertiary:		
Individualization Consult the child’s family if there is any particular insight they have to help meet the child’s needs during rest time Incorporate specific modifications/adaptions from individual child’s IEP or other intervention plan that may pertain to resting			Site Specific Plans for Individualization	



Q. Tooth Brushing

General Child Objectives Children will:	Primary Adult Roles and Duties	Duty Assignments (use HT/AT/Para/Sub)	Classroom Specific Strategies	References
Regulates own emotions and behaviors Demonstrates fine motor strength and coordination	Q1	Q1 Primary: Secondary: Tertiary:		Policy and Procedure Manual Toothbrushing Policy HS-02-112 Tooth Brushing Protocol Checklist Appendix HS-L1
	Q2	Q2 Primary: Secondary: Tertiary:		
	Q3	Q3 Primary: Secondary: Tertiary:		
	Q4	Q4 Primary: Secondary: Tertiary:		



	Q5	Q5 Primary: Secondary: Tertiary:		
	Q6	Q6 Primary: Secondary: Tertiary:		
	Q7	Q7 Primary: Secondary: Tertiary:		
	Q8	Q8 Primary: Secondary: Tertiary:		
Individualization Incorporate imbedded learning opportunities and curriculum modifications from a child’s IEP			Site Specific Plans for Individualization	



R. Departure

General Child Objectives Children will:	Primary Adult Roles and Duties	Duty Assignments (use HT/AT/Para/Sub)	Classroom Specific Strategies	References
Regulates own emotions and behaviors Establishes and sustains positive relationships Listen to and understands increasing complex language Remembers and connects experiences Participates cooperatively and constructively in group situations	R1	R1 Primary: Secondary: Tertiary:		The Creative Curriculum for Preschool Sixth Edition Volume 1 The Foundation Pages 82-183 CLASS Dimensions Guide •Behavior Management •Productivity •Positive Climate •Teacher Sensitivity
	R2	R2 Primary: Secondary: Tertiary:		Active Supervision Policy HS-02-102
	R3	R3 Primary: Secondary: Tertiary:		Classroom/Site Specific Arrival and Departure Plans
	R4	R4 Primary: Secondary: Tertiary:		Sign In/Sign Out Child Release Policy ED-03-104



	R5	R5 Primary: Secondary: Tertiary:		
	R6	R6 Primary: Secondary: Tertiary:		
	R7	R7 Primary: Secondary: Tertiary:		
	R8	R8 Primary: Secondary: Tertiary:		
Individualization Incorporate imbedded learning opportunities and curriculum modifications from a child’s IEP Observe for children who may experience difficulty going from school to home, and with supervision input develop an individual plan			Site Specific Plans for Individualization	



S. Planning and Reflection and End of Day

General Child Objectives Children will:	Primary Adult Roles and Duties	Duty Assignments (use HT/AT/Para/Sub)	Classroom Specific Strategies	References
Interact within a safe, organized, well stocked environment	S1	S1 Primary: Secondary: Tertiary:		Teaching Strategies Weekly Planning Form
	S2	S2 Primary: Secondary: Tertiary:		
	S3	S3 Primary: Secondary: Tertiary:		
	S4	S4 Primary: Secondary: Tertiary:		



	S5	S5 Primary: Secondary: Tertiary:		
	S6	S6 Primary: Secondary: Tertiary:		
	S7	S7 Primary: Secondary: Tertiary:		
	S8	S8 Primary: Secondary: Tertiary:		
Individualization			Site Specific Plans for Individualization	



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