

The InvestiGator Club®

Quality Review for Alignment with ACS/DOE Citywide School Readiness Goals and Strategies

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Extracted from the National Board for Professional Teaching Standards*

<p align="center">Standard I</p> <p align="center">Using Knowledge of Child Development to Understand the Whole Child</p>	<p align="center">Citations or examples and corresponding page numbers from The InvestiGator Club PreK Learning System Teacher’s Guide</p>
<p>1. The curriculum is based on current knowledge of child development and learning styles and reflects an understanding of how children learn and develop by:</p>	
<p>a. addressing the developmental needs of children and incorporating best practices that are consistent with current, nationally recognized research findings</p>	<p>In researching and developing The InvestiGator Learning Systems, the authors studied preK standards from every state, as well as guidelines from international reading (IRA), math (NCTM), science (NSTA), and early childhood organizations such as NAEYC.</p> <p>Robert-Leslie Publishing established a team of distinguished authors, researchers, and expert advisors to build a foundation incorporating their vast knowledge and research conclusions in a variety of</p>

	<p>areas including: brain development, inquiry-based learning, music and fine arts, motor skills, dramatic and other play, social and emotional development, inclusion, diversity, English as a Second Language, language and vocabulary development, phonological awareness, alphabet knowledge, print knowledge and early writing, math, science, and social studies.</p> <p>Research and Professional Guide Pp. iii–viii Introduction and Foreword Pp. 2–3 Program Authors and Advisory Board Pp. 43–56 Tab3: Research Following p. 56 <i>Foundations for Early Learning: The InvestiGator Club Research Base</i> Pp. 183–212 Learning Domains</p>
<p>b. actively engaging children in the learning process and allowing them opportunities to make meaningful choices.</p>	<p>The InvestiGator Club is the only comprehensive curriculum that is centered around STEAM, fully integrating content from each of the ten domains into science Investigations.</p> <p>The program embodies an instructional approach that centers on inquiry-based learning; using proven methods that spark children’s curiosity, teaching them to reason and think like a scientist. Children learn to love learning by actively exploring content that springs from rigorous science Investigations, such as Under Construction (engineering) Finny, Feathery, Furry Friends (life science), Splash and Dig (earth science) and Watch It Grow (physical science)..</p> <p>By using Investigations rather than themes, active rather than passive learning takes place. Children use all of their senses, ask questions, and find answers in a supportive, print-rich environment. Promoting inquiry and discovery allows children to take the lead and use all their special energies for learning. In doing so, children make choices about learning and develop a healthy self-esteem and an enthusiasm for learning.</p> <p>Research and Professional Guide Pp. 27–28 “Inquiry-Based Learning” Pp 8–9 “Why Teach with Investigations?”</p> <p>Purposefully inquiry is the heart of <i>The InvestiGator Club</i>. See examples in the Teacher Guides: Let’s Investigate! TG pp. 42–51 Learning Centers TG pp. 70–71 Closing Circle Time: Shared Writing TG pp. 78–79 Investigation Station Under Construction TG pp. 54–55 Investigation Station Healthy You TG pp. 54–55 Investigation Station Finny, Feathery, Furry Friends TG pp. 54–55 Investigation Station</p>

	<p>Splash and Dig TG pp. 54–55 Investigation Station Watch It Grow TG pp. 54–55 Investigation Station Weather Watchers TG pp. 54–55 Investigation Station</p>
<p>c. incorporating exploration, creativity, and construction in the curriculum</p>	<p>Children are born explorers. Naturally curious, they want to know about the world and their place in it. The InvestiGator Club taps into this sense of wonder, while also deepening children’s knowledge of themselves and their world as they explore, create, construct and dream big.</p> <p>To see an example of The InvestiGator Club in action at the “Sink and Float” Investigation Station, go to www.investigatorclub.com, click on the Watch Videos tab, and then click on “Science in The InvestiGator Club.”</p> <p>Inquiry doesn’t stop with science. It is woven into the arts, math, literacy and every other content area. Whether the children are creating homemade musical instruments, dancing the “Watch It Grow Cha Cha,” constructing a dam to stop water at the water table, or balancing weight in a toy canoe, exploration, creativity, and construction are always at the center of the learning.</p>

Standard II Partnering with Families and Communities	Citations or examples and corresponding page numbers from The InvestiGator Club PreK Learning System Teacher’s Guide
<p>II. The curriculum is designed to work with and through families and communities to support children’s learning and development by:</p>	<p>Families play a vital role in planning for children’s success throughout the year, beginning with the At-Enrollment Survey for parents and teachers. Social activities, such as Investigation Celebrations and Family Investigation Nights, detailed in the Teacher Guides, invite families and community members into the classroom on a regular basis. Families are not simply informed of their children’s education; they are enthusiastic and fully engaged in The InvestiGator Club® at school and at home.</p>
<p>a. affirming that the child’s home culture and language is important to the child’s well-being</p>	<p>One goal of The InvestiGator Club® is to make every child feel recognized and valued every day. In doing so, the program provides opportunities for some of every child’s language and culture to be used every day. This is achieved by reading books that share themes about how we are alike and different, enjoying music from different cultures, having families share their cultures, exploring different foods, viewing authentic images, and encouraging children to speak in their home language. See:</p>

	<p>Research and Professional Guide, pp. 225–240, Diversity tab</p> <p>Let’s Investigate! p. 33, Daily Routines: Word of the Week p. 46, Learning Centers: Families p. 50, ELL sidebar note p. 56, ELL sidebar note p. 65, Social Studies: Family Roles and Traditions p. 68, Social Studies: Family Matters p. 84, ELL sidebar note pp. 88–89, Small Group: Social Studies p. 94, Social Studies: Hello Around the World p. 94, Fine Art: Art Across Cultures p. 99, Social Studies: Travel with JT p. 162, ELL sidebar note p. 187, Social and Emotional: The Superhero in You p. 192, Music: All Kinds of Music</p> <p>Additional Components: Family Welcome Guide Oral Language Cards Fine Art Prints Bruno’s Buzz Nonfiction Readers Trade Books</p>
<p>b. working with families to garner support for the child and school</p>	<p>Communication between home and school is consistent, two-way, and meaningful, as detailed in Tab 4: Parents as Partners, in the Research and Professional Guide. See:</p> <p>Research and Professional Guide pp. 71–74, Parents as Partners: “Parental Involvement” pp. 87–88, Parents as Partners: “Parenting Support” pp. 89–121, Parents as Partners: Monthly “Parent as Teacher” articles</p> <p>Additional components: Family Welcome Guides</p>
<p>c. incorporation a variety of ways to communicate with families both formally and informally</p>	<p>The InvestiGator Club® provides a variety of highly-effective communication tools for teachers, parents, and communities. For explanations and samples, see:</p> <p>Research and Professional Guide pp. 84–85, Parents as Partners: “Communication” p. 86, Parents as Partners: “Involvement”</p> <p>Let’s Investigate! TG pp. 24–25, Family Letters TG pp. 234–235, Family Investigation Night: Scavenger Hunt TG pp. 236–237, Family Investigation Night Invitation TG pp. 238–245, Home and Back Family Letters,</p>

Journal Activities, and Books

Under Construction

TG pp. 24–25, Family Letters

TG pp. 136–137, Family Investigation Night: Wagon Wash

TG pp. 138–139, Family Investigation Night Invitation

TG pp. 140–147, Home and Back Family Letters, Journal Activities, and Books

Healthy You

TG pp. 24–25, Family Letters

TG pp. 136–137, Family Investigation Night: Trail Mix

TG pp. 138–139, Family Investigation Night Invitation

TG pp. 140–147, Home and Back Family Letters, Journal Activities, and Books

Finny, Feathery, Furry Friends

TG pp. 24–25, Family Letters

TG pp. 136–137, Family Investigation Night: Feathery Feeders

TG pp. 138–139, Family Investigation Night Invitation

TG pp. 140–147, Home and Back Family Letters, Journal Activities, and Books

Splash and Dig

TG pp. 24–25, Family Letters

TG pp. 136–137, Family Investigation Night: Build a Boat

TG pp. 138–139, Family Investigation Night Invitation

TG pp. 140–147, Home and Back Family Letters, Journal Activities, and Books

Watch In Grow

TG pp. 24–25, Family Letters

TG pp. 136–137, Family Investigation Night: Planting Party

TG pp. 138–139, Family Investigation Night Invitation

TG pp. 140–147, Home and Back Family Letters, Journal Activities, and Books

Weather Watchers

TG pp. 24–25, Family Letters

TG pp. 136–137, Family Investigation Night: Kites

TG pp. 138–139, Family Investigation Night Invitation

TG pp. 140–147, Home and Back Family Letters, Journal Activities, and Books

Additional components:

The InvestiGator Club® Website:

www.investigatorclub.com (Monthly Family Activity Calendars, Parent as Teacher Articles) Parent Resource Toolbox, Family Investigations)

Assessment and Intervention System

	(At-Enrollment Family Survey, End-of- Year Family Survey)
d. assisting families with the transitioning of their children to the next level of his/her learning experience and to the elementary school	<p>The InvestiGator Club® includes a variety of tools for supporting parents with transitions, such as in Tab 4: Parents as Partners in the Research and Professional Guide. For examples, see:</p> <p>Research and Professional Guide, pp. 87–88, Parents as Partners: “Parenting Support”</p> <p>Additional components: The InvestiGator Club® Website: www.investigatorclub.com (Parent Resource Toolbox, Family Investigations)</p>
e. providing families with up-to-date and timely information about their child’s progress	<p>The InvestiGator Club® includes several tools to communicate each child’s progress to families, as explained in Tab 4: Parents as Partners in the Research and Professional Guide. See:</p> <p>Research and Professional Guide p. 75, Parents as Partners: Planning pp. 66–70, Assessment: Portfolios</p> <p>Let’s Investigate! TG pp. 246–251, Investigation Assessment Checklist Under Construction, TG pp. 148–152, Investigation Assessment Checklist Healthy You, TG pp. 148–152, Investigation Assessment Checklist Finny, Feathery, Furry Friends, TG pp. 148–152, Investigation Assessment Checklist Splash and Dig, TG pp. 148–152, Investigation Assessment Checklist Watch It Grow, TG pp. 148–152, Investigation Assessment Checklist Weather Watchers, TG pp. 148–152, Investigation Assessment Checklist</p> <p>Additional components: Assessment and Intervention System (Narrative Progress Reports, Individualized Education Plan, Assessment and Intervention Cards)</p>

Standard III Fostering Equity, Fairness, and Appreciation of Diversity	Citations or examples and corresponding page numbers from The InvestiGator Club PreK Learning System Teacher’s Guide
III. The curriculum is based on an appreciation of and respect for individual differences and the unique needs of each member of the learning community by:	

- a. supporting children’s home culture and language while developing children’s abilities to participate in the shared culture of the program and community

A primary goal of **The InvestiGator Club®** is to help children understand who they are and how they fit into the world around them. This is achieved through language, literature, music, art, social and emotional, and cultural activities integrated throughout each investigation. An article by Karen Nemeth in the program’s **Research and Professional Guide** discusses “Language and Cultural Diversity in the Classroom” and how **The InvestiGator Club®** affirms every child’s language and culture. The topics discussed in this articles include:
Identity and Self Esteem
Tolerance and Acceptance of Diversity
Family Strength
Language Development
Support for Teachers

See:

Research and Professional Guide, pp. 225–230, “Language and Cultural Diversity in the Classroom”

The InvestiGator Club supports language and cultural diversity in a variety of ways, including:

- Multicultural tales and stories in each Investigation
- Culturally-rich activities including songs, dances, storytelling, and art projects
- Specific social and emotional and social studies activities that build on diversity and acceptance
- ELL-specific suggestions in each Teacher Guide
- Interactive materials such as Oral Language Cards in dual languages
- Strong visual props such as Daily Routine Posters, puppets, book and Flapboards
- Opportunities for family members to share their cultural backgrounds with children
- Spanish translations of all family correspondence as well as key vocabulary and story text
- Performance and authentic assessment opportunities for ELL children
- Multicultural classroom library with Bruno’s Buzz books and collections of InvestiGator Club trade books

See Teacher Guide examples:

Let’s Investigate!

TG p. 33, Daily Routines: Word of the Week

TG p. 94, Social Studies: Hello Around the World

TG p. 94, Fine Art: Art Across Cultures

TG p. 65, Social Studies: Family Roles and Traditions

Under Construction

TG p. 31, Daily Routines: Word of the Week

	<p>TG pp. 126–127, Storytelling Classic from England: “The Three Little Pigs”</p> <p>Healthy You TG p. 31, Daily Routines: Word of the Week TG pp. 126–127, Storytelling Classic from France: “Stone Soup”</p> <p>Finny, Feathery, Furry Friends TG p. 31, Daily Routines: Word of the Week TG pp. 126–127, Storytelling Classic from Greece: “The Lion and the Mouse” TG p. 68, Fine Art: <i>Los Pescados Pena</i></p> <p>Splash and Dig TG p. 31, Daily Routines: Word of the Week TG p. 68, Music: “Earth and Water Hula” TG pp. 126–127, Storytelling Classic from Ojibawa Indians: “How the Fly Saved the River”</p> <p>Watch It Grow TG pp. 126–127, Storytelling Classic from United States: “Johnny Appleseed”</p> <p>Weather Watchers TG pp. 126–127, Storytelling Classic from India: “The Wind and the Sun” TG pp. 66–67, Whole Group Literacy: <i>The Snowy Day</i> TG p. 68, Music: “Bad Weather Blues” TG p. 68, Fine Art: <i>My Country Is Winter</i> TG pp. 86–87, Whole Group Literacy: <i>Millions of Snowflakes</i></p>
<p>b. creating safe, secure learning environment for all children</p>	<p>The InvestiGator Club® used the <i>Early Childhood Environmental Rating Scale</i> as a guide for developing and implementing a meaningful, stable, and reliable measure for the quality of the learning environment with teachers and children using the curriculum.</p> <p>See the complete ECER-S alignment: Research and Professional Guide, pp. 29–38</p> <p>See also the Classroom Management framework: Research and Professional Guide, pp. 123–146</p>
<p>c. addressing the needs of children with exceptionalities and ensuring that all children achieve success in their individualized education goals and objectives</p>	<p>The InvestiGator Club’s approach to inclusion includes tiered support for addressing children’s diverse learning needs, from setting up a welcoming and safe environment along with individualized education goals to evidence-based activities for differentiating instruction, varied instructional methods, intervention strategies, and tools for</p>

	<p>ongoing assessment and planning. See: Research and Professional Guide pp. 241–256, Inclusion tab pp. 75, Planning pp. 81–82, Individualized Education Plan pp. 82–83, Assessment Card: Intervention Strategies (*Note that the Adaptive Learning Kit is supplemental)</p> <p>Under Construction TG pp. 45, 52, 60, 62 (sidebar reminders concerning Individualized Education Plans) TG pp. 38, 41, 42, 44, 47, 48, 58, 63, 64, 68, 71, 77, 82, 87, 89, 92, 97, 99, 101, 105, 107, 111, 117 (sidebar notes concerning differentiation)</p> <p>Healthy You TG pp. 59, 65, 77, 80, 83, 85 (sidebar reminders concerning Individualized Education Plans) TG pp. 37, 47, 49, 62, 76, 78, 80, 82, 88 (sidebar notes concerning differentiation)</p>
<p>d. addressing relevant diversity issues affecting instruction, class management, and student and family participation in the learning environment</p>	<p>See, in particular, Karen Nemeth’s article and how her research and philosophy is incorporated into The InvestiGator Club.</p> <p>Research and Professional Guide pp. 225–230. The InvestiGator Club sponsors webinars on the topics of multicultural diversity and language with well-known speaker and consultants, such as Karen Nemeth and Ana Lomba.</p>

<p align="center">Standard IV Knowing Subject Matter for Teaching Young Children</p>	<p align="center">Citations or examples and corresponding page numbers from The InvestiGator Club PreK Learning System Teacher’s Guide</p>
<p>IV. The curriculum is designed to foster developmentally appropriate learning experiences that integrate within and across the disciplines by:</p>	
<p>a. combining two or more topics within a discipline or two or more disciplines together or connecting all disciplines into a seamless learning experience.</p>	<p>The InvestiGator Club® is a fully integrated learning system in which ten domains of learning are seamlessly woven into a relevant and meaningful learning experience for all children. The integration, both within and across disciplines, can easily be seen by looking at the Investigation at a Glance charts in each Teacher Guide. See: Let’s Investigate! TG pp. 26–29 Under Construction, TG pp. 26–27 Healthy You, TG pp. 26–27 Finny, Feathery, Furry Friends, TG pp. 26–27 Splash and Dig, TG pp. 26–27 Watch It Grow, TG pp. 26–27 Weather Watchers, TG pp. 26–27</p>

- b. ensuring that integration is authentic and not artificial
- c. developing learning experiences that foster the joining of skills, concepts and knowledge from multiple disciplines

In **The InvestiGator Club®**, integration occurs within seven highly-engaging Investigations that empower children and excite them in their quest for knowledge while providing a relevant and meaningful context for learning. Each Investigation topic has four subtopics, each with a “big question” for exploration and discovery. The activities and ideas that follow help children process and organize key understandings that have real-world applications related to the big question. For examples, see:

Healthy You

Week 1: Body and Senses, Big question: How does your body work?

- TG pp. 50–51, Investigation Planner
- TG pp. 52–53, Investigation Launch: “Healthy Hero”
- TG pp. 54–55, Investigation Station
- TG pp. 56–57, Opening Circle Time: Oral Language
- TG p. 58, Oral Language: Your Senses
- TG pp. 62–63, Small Group: Early Writing
- TG p. 64, Math: The Number 3
- TG p. 64, Science: What’s Inside Me?
- TG p. 68, Music: “Tooth Time March”
- TG p. 68, Fine Art: *Optometrist*
- TG p. 33, Quick Minutes: Numbers
- TG p. 33, Quick Minutes: Science
- TG p. 40, Reading Learning Center: The Body Song
- TG p. 41, Writing Learning Center” Look at Me!
- TG p. 43, Science Learning Center: What Can My Muscles Do?
- TG p. 43, Science Learning Center: Your Sense of Touch
- TG p. 47, Sand and Water Learning Center: What Your Hands Can Do
- TG p. 49, Dramatic Play Learning Center: Your Heart Beats

Watch It Grow

Week 3: Flowers, Big question: How do flowers grow?

- TG p. 99, Oral Language: All About Soil
- TG p. 99, Oral Language: Planting Rhyme
- TG p. 105, Literacy: Plant Anatomy
- TG pp. 106–107, Whole Group: Social and Emotional
- TG p. 108, Music and Movement: Water Music
- TG p. 108, Math: Measuring Sunflowers
- TG pp. 110–111, Shared Writing: Directions for Growing Sunflowers
- TG p. 30, Daily Routines: Weather
- TG p. 32, Quick Minutes: Music (1)
- TG p. 33, Quick Minutes: Science (2, 3)
- TG p. 37, Snacks: Fruits and Seeds
- TG p. 42, Math Learning Center: Sorting Seeds

d. ensuring that the language arts program promotes skills that interrelate all of the areas of reading, writing, speaking, listening, and viewing

Reading, writing, speaking, listening, and viewing are purposefully woven together throughout **The InvestiGator Club®**. One example of this is the use of Flapboards®, a trademarked component for interactive storytelling that transforms a traditional story time into a dynamic learning experience. This component allows for:

- active participation by children as they help tell the story
- prediction opportunities with instant feedback
- problem solving and reasoning
- vocabulary development in rich contexts
- empathy for familiar characters
- in-depth exploration and discussion
- opportunities for shared and individual writing
- ability to change the story by inserting Flap Fillers behind the flaps to focus on specific math or literacy skills.

For examples, see:

Under Construction

TG pp. 12–13, Background on “Flapboarding® with The InvestiGator Club”

TG pp. 52–53, Investigation Launch: “Building Plans” (integrates reading, listening, viewing, oral language)

TG pp. 53-54, Investigation Station: “Building Plans” (integrates exploration, speaking, writing)

TG pp. 82–83, Literacy: “At the Museum” (integrates reading, listening, viewing, speaking)

TG pp. 154–157, Script for new Flapboard story “At the Museum”

The InvestiGator Club® also incorporates the use of Lapbooks in numerous reading activities to achieve a strong social and emotional connection that leads to discussion and shared writing. For examples, see:

Under Construction

TG pp. 106–107, Whole Group: Social and Emotional (integrates listening, speaking, viewing)

TG pp. 110–111, Closing Circle Time: Shared Writing (integrates writing, speaking)

Finny, Feathery, Furry Friends

TG pp. 106–107, Whole Group: Social and Emotional (integrates listening, speaking, viewing)

TG pp. 110–111, Closing Circle Time: Shared Writing (integrates writing, speaking)

Watch It Grow

TG pp. 106–107, Whole Group: Social and Emotional (integrates listening, speaking, viewing)

TG pp. 110–111, Closing Circle Time: Shared

	<p>Writing (integrates writing, speaking)</p> <p>Additional language activities are closely integrated with listening, speaking, and writing skills. For examples, see:</p> <p>Splash and Dig TG pp. 126–127, Whole Group: Storytelling Classic: “How the Fly Saved the River” (integrates listening, speaking) TG pp. 130–131, Shared Writing: “How the Fly Saved the River” (integrates writing, speaking)</p> <p>Weather Watchers TG pp. 86–87, Math: <i>Apple Farmer Annie</i> (integrates reading, listening, viewing, speaking) TG pp. 90–91, Shared Writing: <i>Apple Farmer Annie</i> (integrates reading, listening, writing) TG pp. 122–123, Science: <i>The Shopping List</i> (integrates reading, writing, speaking, listening) TG p. 125, Science: Reread a Shopping Story (integrates reading, speaking, viewing)</p>
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<p align="center">Standard V Assessing Children’s Development and Learning</p>	<p align="center">Citations or examples and corresponding page numbers from The InvestiGator Club PreK Learning System Teacher’s Guide</p>
<p>V. The curriculum addresses the assessment process through multiple assessment methodologies by:</p>	
<p>a. providing systemic strategies for observing, monitoring and documenting children’s activities and behaviors</p>	<p>Clearly-labeled teacher guide features in The InvestiGator Club® provides numerous opportunities for observing, monitoring, and documenting. For examples, see:</p> <p>Let’s Investigate! TG pp. 44, 49, 51, 57, 59, 63,69, 71, 73, 79, 86, 81, 82, 89, 91, 93, 94, 97, 99, 103, 104, 109, 111, 113, 115, 116, 119, 121, 125, 126, 134, 136, 138, 141, 143, 147, 149, 157, 159, 161, 163, 165, 169, 185, 191, 192, 201, 203, 207, 222, 225, 227, 229 (assessment sidebar notes) TG pp. 61, 63, 109, 111, 131, 133, 153, 155, 175, 199, 219, 221 (Check Up boxes)</p> <p>The program also provides ideas for creating and maintaining portfolios and assessment cards to aid in identifying children’s progress. See: Research and Professional Guide, pp. 61–62, 82–83 Research and Professional Guide, pp. 66–70</p> <p>Let’s Investigate! TG pp. 46, 55, 76, 85, 89, 109, 125, 155, 157, 159,</p>

	<p>161, 171, 177, 178, 181, 183, 185, 187, 197, 205, 209, 213, 215, 231 (assessment sidebar notes)</p> <p>In addition, results can be documented using one of the following records of assessment:</p> <ul style="list-style-type: none"> • Assessment Checklists in each Investigation, • Class Record sheet in the Assessment and Intervention Kit, • as an Anecdotal Note and placed in the child’s portfolio. <p>For examples, see: Let’s Investigate! TG pp. 246–251 Under Construction, TG pp. 148–152 Research and Professional Guide, pp. 62–65</p>
<p>b. by using information garnered through assessment to improve communication with families</p>	<p>The InvestiGator Club® provides guidance for effectively communicating assessment information. See: Research and Professional Guide p. 70, “Communicating Assessment Information Analysis” pp. 75–83, Parents as Partners: “Planning” p. 84, Parents as Partners: “Communication” (see bottom section of text)</p>
<p>c. establishing a goal – or standards-based assessment cycle that is continuous and recursive in nature – assess, plan, implement, assess</p>	<p>The InvestiGator Club® Assessment and Intervention System is a tool to help measure and record a child’s progress throughout the year. It includes the following assessment opportunities:</p> <p>Beginning of the year:</p> <ul style="list-style-type: none"> • Assessment of Emerging Competencies • At-Enrollment Family Survey • Assessment of Emerging Competencies • Class Record <p>Ongoing with daily options for assessing:</p> <ul style="list-style-type: none"> • Individual Education Plan • Class Record • Assessment Cards • Investigation Assessment Checklists • Teacher Guide Assessment Notes and Check Ups • Narrative Progress Form <p>End of the year:</p> <ul style="list-style-type: none"> • Assessment of Emerging Competencies • End-of-Year Family Survey <p>For explanations of these tools, as well as a clear description of the process for the cycle of ongoing assessment, planning, and implementation, see: Research and Professional Guide, pp. 61–69</p>

<p>d. ensuring that effective instructional practices and assessment policies are aligned</p>	<p>The InvestiGator Club® Assessment and Intervention System is aligned skill by skill to each of the 274 developmental benchmarks in the curriculum so that assessing is parallel with the research-based instructional practices and lesson choices in each Teacher Guide. Evidence of this alignment can be seen by matching the skills in the program’s Scope and Sequence (at the back of every Investigation Teacher Guide) with the lists of assessed skills on the Investigation Checklists (which includes only the skills taught, reviewed, and assessed in that Investigation) and the Assessment Class Record (in the Assessment and Intervention Kit). For examples, see:</p> <p>Watch It Grow TG pp. 165–171, Scope and Sequence TG pp. 148–151, Investigation Assessment Checklist</p> <p>An article by Senior Program Advisor in Literacy and Assessment, Dr. Timothy Shanahan, also provides additional information on assessment. See: Research and Professional Guide, pp. 57–60</p>
<p>e. ensuring that assessment processes are age appropriate, allow for differences in learning styles and rates and are used to benefit the learner</p>	<p>The InvestiGator Club® allows teachers to adjust or differentiate instruction based on children’s individual learning needs – giving greater support to some children while encouraging others forward to more difficult and challenging tasks. The ongoing assessments are based largely on the portfolio information the teacher collects, which is designed to correspond with the activities in the Teacher Guides with the adaptations noted below. Teachers can alter the amount of practice that is provided, level of intervention, and approach to teaching/learning based on assessment information. For children developing on level, teachers follow the pacing in the TGs. For advanced learners, a faster pace or more challenging approach is provided in sidebar notes. Teachers move through the scaffolded lessons, introducing activities at a higher level. See examples below for planning and differentiating instruction:</p> <p>For differentiating instruction based on:</p> <p><u>Age or Rate</u> Watch It Grow, TG pp. 38, 44, 45, 55, 58, 69, 70, 83, 90, 97, 110, 116, 123, 129 (For 3-year-olds Sidebar Notes) Weather Watchers, TG pp. 40, 63, 65, 68, 78, 82, 88, 90, 92, 100, 116, 120, 129, 137 (For 3-year-olds Sidebar Notes) Watch It Grow, TG pp. 41, 49, 66, 80, 100, 104 (Differentiation/Advanced Sidebar Notes) Weather Watchers, TG pp. 43, 44, 64, 82, 85, 91, 107, 117, 124 (Differentiation/Advanced Sidebar</p>

	<p>Notes)</p> <p><u>Varying exceptionalities</u> Watch It Grow, TG pp. 45, 68, 92, 97, 98, 111, 113, 118, 128, 133 (Differentiation/Inclusion Sidebar Notes) Weather Watchers, TG pp. 37, 67, 68, 71, 77, 92, 105, 131 (Differentiation/Inclusion Sidebar Notes)</p> <p><u>Learning Style</u> Watch It Grow, TG pp. 42, 60, 62, 67, 70, 76, 91, 107 (Differentiation/Kinesthetic, Auditory, Visual Sidebar Notes) Weather Watchers, TG pp. 41, 58, 79, 89, 98, 103, 108, 111 (Differentiation/Kinesthetic, Auditory, Visual Sidebar Note)</p>
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Standard VI Managing the Environment for Development and Learning	Citations or examples and corresponding page numbers from The InvestiGator Club PreK Learning System Teacher’s Guide
VI. The curriculum supports children’s cognitive, social, emotional, physical, and linguistic development by:	
a. organizing the classroom environment into centers that facilitate the development and learning of young children	<p>The InvestiGator Club® provides specific background information about the importance of Learning Centers, the teacher’s role in setting up and managing the centers, and techniques for evaluating center time learning. In addition, much attention and professional development have been paid to the physical learning environment in an InvestiGator Club classroom and the corresponding outdoor space. See:</p> <p>Research and Professional Guide, pp. 130–145, Classroom Management: Learning Centers Research and Professional Guide, pp. 123–127, Classroom Management: Space and Furnishings, Sample Floor Plan, Work and Display, Storing Materials, and Outdoor Space</p>
<p>b. incorporating opportunities for children to use problem-solving strategies</p> <p>c. providing meaningful content to enrich children’s understanding and promote higher level thinking and questioning skills</p>	<p>The InvestiGator Club’s inquiry-based philosophy encourages exploration and problem-solving. One exceptional example of this is in the Investigation Stations at the beginning of each Investigation. During these hands-on explorations, children:</p> <ul style="list-style-type: none"> • see themselves as learners who look forward to learning, desire to work collaboratively with others, and are constantly questioning and redirecting their thinking; • willingly engage in investigations, exhibit curiosity, confer with others, and make decisions about the materials they need; • question, observe, and make connections to previous ideas;

- plan ways to try out their own ideas, change or extend the outcomes, and sort out and decide what is important;
- process ideas by listening and speaking with others and record information by drawing, writing, listening, charting and graphing;
- assess their own work and reflect on what they have learned with others.

For examples of Investigation Stations, see:

Let's Investigate, TG pp. 78–79, Investigation Station: Senses

Under Construction, TG pp. 54–55, Investigation Station: Building Plans

Healthy You, TG pp. 54–55, Investigation Station: Heart Beats

Finny, Feathery, Furry Friends, TG pp. 54–55, Investigation Station: Worms

Splash and Dig, TG pp. 54–55, Investigation Station: Sink and Float

Watch It Grow, TG pp. 54–55, Investigation Station: Plants

Weather Watchers, TG pp. 54–55 Investigation Station: Weather Station

For examples of Family Investigations, see:

Let's Investigate! TG pp. 234–235, Family Investigation Night: Scavenger Hunt

Under Construction, TG pp. 136–137, Family Investigation Night: Wagon Wash

Healthy You, TG pp. 136–137, Family Investigation Night: Trail Mix

Finny, Feathery, Furry Friends, TG pp. 136–137, Family Investigation Night: Feathery Feeders

Splash and Dig, TG pp. 136–137, Family Investigation Night: Build a Boat

Watch In Grow, TG pp. 136–137, Family Investigation Night: Planting Party

Weather Watchers, TG pp. 136–137, Family Investigation Night: Kites

The curriculum's proprietary Magnetic Math Kit for hands-on experiences and math literature in every Investigation promote problem solving in a mathematical context. For examples, see:

Weather Watchers, TG p. 84, Math: We Know 10

Watch It Grow, TG p. 86, Math: *Apple Farmer Annie*

Substantial time is devoted to problem solving with social and emotional development. See pages 106–107 in every Investigation Teacher Guide for stories about the InvestiGators and how they solve tricky social and emotional issues. See also:

Social and Emotional Development Guide, TG pp. 1–24

Learning Center activities encourage children to make choices and become independent thinkers and problem-solvers while trying out new skills, too. During unstructured play in the learning centers, teachers often observe and encourage these types of problem-solving interactions. See the Learning Centers Tab in each Teacher Guide. The following explanations illustrate **The InvestiGator Club's** philosophy in Learning Centers:

Math Center

When Children Do This	They Solve Problems by
Sort toys, blocks, or shapes	Determining whether objects are the same or different
String bead necklaces	Identifying and completing patterns
Build the highest block tower	Persevering

Science Center

When Children Do This	They Solve Problems by
Play with magnets	Experimenting and using scientific tools
Start a rock collection	Discussing and comparing texture, color, weight, and size
Look at bugs with a magnifying glass	Examining from a different perspective

Sand and Water Center

When Children Do This	They Solve Problems by
Make boats sink	Drawing conclusions
Fill a toy truck with sand	Finding more than one solution
Hide and find toys in the sand	Taking turns and getting along with others

Art Center

When Children Do This	They Solve Problems by
Mix paints	Making and testing predictions
Make a collage	Exploring trial and error
Use different tools with clay	Exploring cause and effect

<p>d. using past experiences, technology, and hands-on materials as a focus for developing concepts and understanding</p>	<p>In The InvestiGator Club®, explicit lessons use a 4-step instructional plan for developing the content from introduction to assessment. The steps are: Set the Stage, Get Started, Do the Activity, and Make Connections. In the Set the Stage step, teachers introduce the content, build background, and tap into children’s previous experiences. In addition, since learning is scaffolded in the program, every new activity and every sequential Investigation builds upon the learning and previous experiences of the child. For examples, see:</p> <p>Under Construction TG pp. 56–57, Opening Circle Time: Oral Language TG pp. 62–63, Small Group: Early Writing TG pp. 66–67, Whole Group: Literacy TG pp. 70–71, Closing Circle Time: Share Writing TG pp. 76–77, Opening Circle Time: Oral Language TG pp. 82–83, Small Group: Early Literacy TG pp. 86–87, Whole Group: Story Time TG pp. 90–91, Closing Circle Time: Share Writing TG pp. 96–97, Opening Circle Time: Oral Language TG pp. 102–103, Small Group: Math TG pp. 106–107, Whole Group: Social and Emotional TG pp. 110–111, Closing Circle Time: Share Writing TG pp. 116–117, Opening Circle Time: Oral Language TG pp. 122–123, Small Group: Science TG pp. 126–127, Whole Group: Storytelling Classics</p> <p>Richly developed hands-on materials in all developmental domains are core to the Curriculum. For a complete list of the components and short explanations of each, see: Research and Professional Guide, pp. 10–13</p>
<p>e. providing ample opportunities for children to play</p>	<p>Playful learning environments engage all of the senses and are the child’s laboratory of learning in The InvestiGator Club®. For examples of purposeful play, see:</p> <p>Make Believe:</p> <ul style="list-style-type: none"> • Let’s Investigate! TG p. 51, Dramatic Play Learning Center: Puppets • Healthy You, TG p. 44, Social Studies: Doctor’s Office • Healthy You, TG p.113, Dramatic Play: All Kinds of Doctors <p>Constructive Play:</p> <ul style="list-style-type: none"> • Let’s Investigate! TG p. 50, Blocks Learning Center: Exploring Blocks • Under Construction, TG p. 45, Art Learning Center: Building with Boxes

	<ul style="list-style-type: none"> • Healthy You, TG p. 48, Blocks Learning Center: Drive-Through Restaurant <p>Sensory Play:</p> <ul style="list-style-type: none"> • Let’s Investigate! TG p. 47, Art Learning Center: Painting Pals • Let’s Investigate! TG p. 49, Sand and Water Learning Center: Exploring Sand • Healthy You TG p. 43, Science Learning Centers: Your Sense of Touch <p>Large Motor Play:</p> <ul style="list-style-type: none"> • Let’s Investigate! TG p. 49, Daily Routines: Gross Motor • Let’s Investigate! TG p. 49, Daily Routines: Outdoor Play • Healthy You, TG p. 34, Daily Routines: Gross Motor Skills • Healthy You, TG p. 34, Daily Routines: Outdoor Play • Healthy You, TG p. 43, Science Learning Centers: What Can My Muscles Do? <p>Fine Motor Play:</p> <ul style="list-style-type: none"> • Let’s Investigate! TG p. 104, Music: Make Your Own Music • Under Construction, TG p. 109, Art: Sponge Print Patterns • Healthy You, TG p. 47, Sand and Water Learning Center: What Your Hands Can Do <p>For the program’s philosophy and research articles on play, see: Research and Professional Guide p. 14, Your Schedule, Your Way pp. 15–23, “The Importance of Play” pp. 24–26, “Play in The InvestiGator Club”</p>
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Standard VII Planning for Development and Learning	Citations or examples and corresponding page numbers from The InvestiGator Club PreK Learning System Teacher’s Guide
VII. The curriculum is designed to include a variety of practices and resources to promote individual development, meaningful learning, and social cooperation by:	
a. providing a range of instructional resources and a wide range of learning experiences	In The InvestiGator Club® , learning unfolds in a logical and predictable manner across days and months. First, Investigations are introduced in a sequential order, based on the scaffolding of essential skills. Then, a predictable weekly and daily structure is suggested within the framework of each

	<p>Investigation. For planners from one Teacher Guide, see: Finny, Feathery, Furry Friends TG pp. 26–27, Investigation at a Glance TG pp. 50–51, 74–75, 94–95, 114–115, Investigation Planners and Weeks 1–4</p> <p>Within the structure of the day, grouping options are provided for whole group, small group, and individual instruction, exploration, and play. During “Choice” activities, teachers group children to accommodate varying levels of understanding, personal interests, and learning styles. See: Research and Professional Guide, p. 14, Your Schedule, Your Way</p> <p>The program has a unique balance of teacher-directed and child-initiated activities, including a wide range of play-based activities that encourage social interaction and meaningful learning experiences. See Section VI Part E above for examples.</p>
<p>b. integrating technology into the learning environment as a way to help children become critical consumers of information</p>	<p>The InvestiGator Club’s innovative Flapboard® storytelling methods are provided as interactive software for children, eFlapboards®. Throughout the Investigations, children use technology to work creatively on projects and interact in centers with peers, as they make pictures, use recording equipment, and operate computers and other devices. Children also have access to the Website Kids pages which help them to stay involved with The InvestiGator Club® at school and at home through games, new Investigations, songs, Home and Back books, monthly activity calendar, and other interactive activities. For examples of technology integration related to specific components, see:</p> <p>The InvestiGator Club® Website: www.investigatorclub.com (Kids section)</p> <p>Dilly’s Music and Movement CD</p> <ul style="list-style-type: none"> • Let’s Investigate! TG pp. 56, 60–61, 70–71, 82, 84–85, 94, 99, 104, 130–131, 143, 148, 170, 192, 214, 218–219, 231 • <p>Dilly and Friends Read Along CD</p> <ul style="list-style-type: none"> • Let’s Investigate! TG pp. 54–55, 80–81, 102–103, 124–125, 146–147, 168–169, 190–191 • <p>Listen to Your World CD</p> <ul style="list-style-type: none"> • Let’s Investigate! TG pp.58–59, 84–85, 99 • <p>Let’s Investigate! eFlapboards Learning Software</p>

	<ul style="list-style-type: none"> • Let's Investigate! TG pp. 48, 91 • Under Construction, TG . 46 • Splash and Dig, TG p. 46 <p>All Teacher Guides, p. 46, Technology Learning Centers</p>
<p>c. providing accommodations for children who learn at different rates and with diverse learning styles</p>	<p>The InvestiGator Club® allows teachers to adjust or differentiate instruction based on children's individual learning needs – giving greater support to some children while encouraging others forward to more difficult and challenging tasks. For children developing on level, teachers follow the pacing in the Teacher Guides. For advanced learners, a faster pace or more challenging approach is provided in sidebar notes. Teachers move through the scaffolded lessons, introducing activities at a higher level. See examples below for planning and differentiating instruction based on the following:</p> <ul style="list-style-type: none"> • Age or Rate Watch It Grow, TG pp. 38, 44, 45, 55, 58, 69, 70, 83, 90, 97, 110, 116, 123, 129 (For 3-year-olds Sidebar Notes) Weather Watchers, TG pp. 40, 63, 65, 68, 78, 82, 88, 90, 92, 100, 116, 120, 129, 137 (For 3-year-olds Sidebar Notes) • Varying exceptionalities Watch It Grow, TG pp. 45, 68, 92, 97, 98, 111, 113, 118, 128, 133 (Differentiation/Inclusion Sidebar Notes) Weather Watchers, TG pp. 37, 67, 68, 71,77, 92, 105, 131 (Differentiation/Inclusion Sidebar Notes) • Learning Style Watch It Grow, TG pp. 42, 60, 62, 67, 70, 76, 91, 107 (Differentiation/Kinesthetic, Auditory, Visual on Sidebar Notes) Weather Watchers, TG pp. 41, 58, 79, 89, 98, 103, 108, 111, 122, 133 (Differentiation/Kinesthetic, Auditory, Visual on Sidebar Notes)
<p>d. ensuring that the curriculum has a built-in level of learning for children who would benefit from enrichment, challenges or review</p>	<p>In The InvestiGator Club®, advanced learners benefit from activities that are faster paced or have a more challenging approach. In all Teacher Guides, teachers move forward within the scaffolded lessons, introducing activities at higher levels. For examples, see:</p>

	<p>Let's Investigate! TG pp. 48, 62, 64, 66, 84, 90, 93, 104, 117, 141, 165, 169, 173, 177, 194, 207, 216, 219 (Differentiation/Advanced Sidebar Notes)</p> <p>Under Construction, TG pp. 44, 48, 64, 129 (Differentiation/Advanced Sidebar Notes)</p> <p>Healthy You, TG pp. 37, 49, 78, 80, 100, 113, 129 (Differentiation/Advanced Sidebar Notes)</p> <p>Finny, Feathery, Furry Friends, TG pp. 39, 54, 71, 82, 87, 91, 111, 124 (Differentiation/Advanced Sidebar Notes)</p> <p>Splash and Dig, TG pp. 36, 38, 47, 55, 76, 82, 85, 97, 108, 122</p> <p>Watch It Grow, TG pp. 41, 49, 66, 80, 100, 104 (Differentiation/Advanced Sidebar Notes)</p> <p>Weather Watchers, TG pp. 43, 44, 64, 82, 85, 91, 107, 117, 124 (Differentiation/Advanced Sidebar Notes)</p>
e. providing opportunities for children to make choices to pursue special interests	<p>Project-oriented learning is alive and well in The InvestiGator Club® to encourage children to be independent thinkers and to allow them to follow their special interests. Each Investigation Station includes suggestions for project-based learning (For the Project-Oriented Classroom). For examples, see:</p> <p>Let's Investigate! TG p. 79</p> <p>Under Construction, TG p. 55</p> <p>Healthy You, TG p. 55</p> <p>Finny, Feathery, Furry Friends, TG p. 55</p> <p>Splash and Dig, TG p. 55</p> <p>Watch It Grow, TG p. 55</p> <p>Weather Watchers, TG p. 55</p>

Standard VIII Implementing Instruction for Development and Learning	Citations or examples and corresponding page numbers from The InvestiGator Club PreK Learning System Teacher's Guide
VIII. The curriculum is designed to promote ongoing development and learning and gives teachers opportunities to simultaneously manage multiple aspects of teaching including time, materials, and social dynamics to facilitate children's success and their enjoyment of learning by:	
a. setting, communicating, and monitoring high expectations that are developmentally appropriate, fair, and equitable	<p>Research shows that rules and routines must be instituted within the first few weeks of the school year and reinforced throughout the year. The InvestiGator Club® incorporates these rules through discussion, role play, teacher modeling, and nonverbal cues. Labeled pictures are also use to remind children about these rules. Classroom routines must also be</p>

	<p>positive and consistent. Suggestions for routines such as taking attendance, discussing weather, playing outdoors, hand-washing, and using the bathroom are provided in each Teacher Guide. Daily Routine Posters are an excellent visual aid for learning and guiding plans for key classroom routines. See:</p> <p>Let's Investigate! TG pp. 30–33, Daily Routines: Start Your Day TG pp. 36–37, Daily Routines: Outdoor Play; Social and Emotional Development TG pp. 38–39, Daily Routines: Health and Snacks TG pp. 40–41, Daily Routines: Transitions TG p. 131, Classroom Management: Learning Centers</p> <p>Woven into this program is the dynamic of building a community of learners. In this community, children feel safe, respected, and accepted, thus empowering children to act, make decisions, and take responsibility for their learning and behavior. For guidance for teachers in establishing this community, see:</p> <p>Research and Professional Guide, TG p. 120, Classroom Management: Establishing a Community of Learners</p> <p>Management Tips in each Teacher Guide provide valuable strategies and techniques for managing time, materials, activities, and social dynamics in the classroom. For examples, see: Let's Investigate! TG pp. 39, 43, 47, 48, 51, 148, 155, 180, 225, 226, 234 (Management sidebar notes) Under Construction TG pp. 38, 40, 44, 46, 49, 54, 57, 60, 61, 64, 67, 70, 83, 87, 88, 96, 104, 108, 109, 112, 121, 124, 126, 128 (Management sidebar notes)</p> <p>In addition, there are many options for communicating expectations, including Family Letters in each Teacher Guide, Narrative Progress Reports that are completed anywhere from 2 to 7 times per year, The InvestiGator Club® Website, newsletters, parent-teacher conferences, and sharing of portfolios.</p>
<p>b. engaging children in active learning that encourages the organizations and synthesis of information and gives children choices about their learning</p>	<p>Investigation Stations and Investigations for the Project-Oriented Classrooms totally immerse children in exploration and experimentation with real-world topics.</p> <p>Investigation Stations use the 4-step Scientific Process:</p>

Steps in Science Exploration	Skills
Step 1: Look and Ask	Observe. Ask questions. Make predictions.
Step 2: Try It and Try Again	Gather materials. Classify. Experiment. Gather and record data. Organize information.
Step 3: Think About It	Draw conclusions. Ask questions. Share ideas.
Step 4: Make Connections/ Make Meaning	Summarize. Communicate ideas.

As children work collaboratively, they apply their new understandings and interests to math, science, art and other topics that interest them throughout the Investigation. For examples, see:

Let’s Investigate

TG pp. 78–79, Investigation Station: Senses
 TG pp. 234–235, Family Investigation Night: Scavenger Hunt

Under Construction

TG pp. 54–55, Investigation Station: Building Plans
 TG pp. 136–137, Family Investigation Night: Wagon Wash

Healthy You

TG pp. 54–55, Investigation Station: Heart Beats
 TG pp. 136–137, Family Investigation Night: Trail Mix

Finny, Feathery, Furry Friends

TG pp. 54–55, Investigation Station: Worms
 TG pp. 136–137, Family Investigation Night: Feathery Feeders

Splash and Dig

TG pp. 54–55, Investigation Station: Sink and Float
 TG pp. 136–137, Family Investigation Night: Build a Boat

Watch It Grow

TG pp. 54–55, Investigation Station: Plants
 TG pp. 136–137, Family Investigation Night: Planting Party

Weather Watchers

	<p>TG pp. 54–55, Investigation Station: Weather Station TG pp. 136–137, Family Investigation Night: Kites</p> <p>The teacher observes children throughout the day, listening as they talk about things that interest them. The teacher then uses their areas of interest and guides them to investigate further, providing resources and materials as needed. See jumpstarts for the Project-Oriented Classroom in each Teacher Guide.</p> <p>Let’s Investigate! TG p. 79 Under Construction, TG p. 55 Healthy You, TG p. 55 Finny, Feathery, Furry Friends, TG p. 55 Splash and Dig, TG p. 55 Watch It Grow, TG p. 55 Weather Watchers, TG p. 55</p> <p>Learning Centers are often the “home” for open exploration or projects that stem from individual choices.</p> <p>Let’s Investigate! TG pp. 42–51 Under Construction, TG pp. 40–49 Healthy You, TG pp. 40–49 Finny, Feathery, Furry Friends, TG pp. 40–49 Splash and Dig, TG pp. 40–49 Watch It Grow, TG pp. 40–49</p>
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<p align="center">Standard IX Reflecting on Teaching Young Children</p>	<p align="center">Citations or examples and corresponding page numbers from The InvestiGator Club PreK Learning System Teacher’s Guide</p>
<p>IX. The curriculum addresses the need for teachers to engage in systematic reflection on their teaching to enhance their professional knowledge and to benefit young children’s development and learning by:</p>	
<p>a. providing opportunities for engaging in reflection that connects observations to courses of action that will improve student learning and development</p>	<p>The Implementation Participant Workbook is a useful tool to help teachers understand the curriculum and its approaches to learning and teaching so they are ready to use it on the first day of school. But the Workbook is also a dynamic tool that dramatically increases the teacher’s knowledge base and effective teaching strategies, thereby enhancing the quality of instruction provided. The teacher may pause from time to time after the initial implementation to analyze and improve her skills and engagement with children. The Workbook provides guidance for setting, revisiting, assessing, and perhaps revising such things as:</p> <ul style="list-style-type: none"> • Personal goals associated with teaching

	<ul style="list-style-type: none"> • Learning center organization plan • Plan for Incorporating Family Investigation Nights based on Beginning-of-Year Family Involvement Survey, • Duration of Investigation Station exploration • Learning Centers and Small Group Instruction • Frequency and types of family meetings • Flow of daily and weekly plan
<p>b. providing opportunities for open-minded and productive self-reflection on teaching and learning</p>	<p>At the end of each Investigation, children celebrate the learning that has taken place that month. This is a natural break to reflect about the children’s learning and to have an opportunity to hear from parents. Simultaneously, teachers are reviewing student portfolios, assessment information, videos and pictures, and other notes and observations gathered during the Investigation. The teacher assesses the information and synthesizes her thoughts, incorporating the practices, strategies, groupings and other elements that were the most successful into the next Investigation. See:</p> <p>Let’s Investigate! TG pp. 232–233 Culminating Activity: Investigation Celebration</p> <p>Under Construction TG pp. 134–135 Culminating Activity: Investigation Celebration</p> <p>Healthy You TG pp. 134–135 Culminating Activity: Investigation Celebration</p> <p>Finny, Feathery, Furry Friends TG pp. 134–135 Culminating Activity: Investigation Celebration</p> <p>Splash and Dig TG pp. 134–135 Culminating Activity: Investigation Celebration</p> <p>Watch It Grow TG pp. 134–135 Culminating Activity: Investigation Celebration</p> <p>Weather Watchers TG pp. 134–135 Culminating Activity: Investigation Celebration</p> <p>The Research and Professional Guide was created with the goal of providing a deeper level of knowledge of the curriculum and a treasure trove of mini professional development opportunities for developing a strong foundation in early childhood education, research, and best practices. The most well-respected experts in Early Childhood Education contributed to the development of this rich resource to ensure that teachers have ongoing and regular opportunities to learn from each other while practicing new concepts, strategies, and skills or updating</p>

	<p>knowledge and techniques. See the Research and Professional Guide:</p> <p>Tab 1: Program Overview Tab 8: Learning Domains</p> <p>Tab 2: Program Philosophy Tab 9: Diversity</p> <p>Tab 3: Research Tab 10:</p> <p>Inclusion</p> <p>Tab 4: Assessment Tab 11:</p> <p>Spanish Resources</p> <p>Tab 5: Parents As Partners Tab 12:</p> <p>Planning</p> <p>Tab 6: Classroom Management Tab 13: State Resources</p> <p>Tab 7: Professional Development</p>
<p>c. providing opportunities for reflection to promote professional growth</p>	<p><i>The InvestiGator Club Monitoring Tool</i> is designed to be used by a third party who frequently observes and documents teachers as a means to provide reflection and guidance. Observers (administrators or peers) reflect on successes and how they might be further enhanced. They also provide suggestions for adjusting instruction which often includes additional professional development, modeling, collaboration with other teachers, professional article or workshops, and other productive options. See:</p> <p>Research and Professional Guide TG pp. 155–178 Professional Development: <i>The InvestiGator Club Monitoring Tool</i></p> <p>Attention is paid to the opinions of families about the overall strengths and weaknesses of the program as it applies to their own children. This information is used by teachers to apply the comments to guide future practices and approaches. See:</p> <p>Research and Professional Guide TG pp. 78–79 End-of-Year Family Survey (Original document is housed in the Assessment and Intervention Kit.)</p>

<p>Standard X Exemplifying Professionalism and Contributing to the Profession</p>	<p>Citations or examples and corresponding page numbers from The InvestiGator Club PreK Learning System Teacher’s Guide</p>
<p>X. The curriculum addresses the need for teachers to lead, collaborate, and advocate for the improvement of early childhood programs, practices, and policies by:</p>	

<p>a. fostering collaboration with other professionals</p>	<p>Educators using The InvestiGator Club collaborate in many useful ways, such as:</p> <p>Working closely with Paraprofessionals to identify roles and responsibilities, coordinate efforts, and to help shape attitudes and hone skills Research and Professional Guide pp. 181–182, 352</p> <p>Paraprofessional and teachers are encouraged to work together to plan and implement instruction. In particular, for children with special needs, much attention is given to working as a team to share ideas and strategies from a variety of professional experiences. Research and Professional Guide pp. 255–256</p> <p>The Monitoring Tool is an effective administrative observation tool (see explanation in Part IX section c) which initiates open discussions and collaboration. Teachers may become self-advocates to articulate rationales behind their practices in the classroom and their strategies for the improvement of the program. Research and Professional Guide TG pp. 155–178 Professional Development: <i>The InvestiGator Club Monitoring Tool</i></p>
<p>b. providing opportunities to demonstrate leadership</p>	<p>Robert-Leslie Publishing collaborates with educators around the country through LinkedIn, Webinars, and at conferences, inviting early childhood leaders to present informative webinars and workshops on topics for which they show exceptional knowledge and proven success. Many of these classroom leaders also provide professional articles on meaningful topics that we publish.</p> <p>Research and Professional Guide TG pp. 180, 90–121</p>
<p>c. providing opportunities for to demonstrate professional responsibility and ethical conduct</p>	<p>Part of the research-gathering process for curriculum development involves the participation of teachers who contribute by engaging in problem-solving processes and open discussion about complex issues and practices in the classroom. Teachers, mindful of ethical conduct, share experiences, both successful and not successful, that would benefit the development of curriculum.</p>