

Our Curriculum

Our school is unique because our background and experience allow us to begin with the end in mind. We know what students will be expected to know and be able to do when they go to public school kindergarten and beyond. We are able to create a specific plan for each child that takes into account strengths and interests while building skills for the next level.

Our One Room School House focuses on the Oregon Department of Education Early Learning Standards. Our pre-school students focus on the standards found at https://www.oregon.gov/ode/students-and-family/FullDayK/Documents/ODE_EarlyLearningStandards_final.pdf. School-age students focus on their grade level learning targets found at <https://www.beaverton.k12.or.us/departments/curriculum-instruction-assessment/learning-targets>.

The College and Career Readiness Anchor Standards for Language Arts and Mathematics are always in the back of our minds and we think about how to nurture children in the next step of their journey. Other content areas are integrated in our daily routines. Our instruction is specific to each child's age/grade level learning targets and what we know about the child. We begin with the assessment and develop a plan for each learner based on interests, needs and expected outcomes or learning standards.

We use a range of teacher created and purchased materials. We have a robust classroom library and pull elements from a range of resources including: Play to Learn Preschool Curriculum, FunShine Express, Teaching Strategies: The Creative Curriculum for Preschool, and Teacher's College Units of Study in Reading and Writing.

We have a range of formal and informal assessments we use to gather information about children. Beginning with the child information sheet in the enrollment packet, our goal is to know each learner well. We also use the Ages & Stages Questionnaires (2 times each school year), Independent Reading Level Assessment Framework (IRLA) and a New Zealand Global Strategy Stage (GloSS) Math assessment. Our daily observations and conversations with children inform our teaching practice as well.

If you have concerns about your child's development or if we have concerns about your child's development, we will work together to create a plan for your child. This may include referring your child for additional resources or support through your pediatrician or the Northwest Regional Education Service District. We find that the Ages and Stages Questionnaire coupled with parent input and our observations provide valuable information in noting if further investigation is needed.

Because we have a range of ages and stages of development in our classroom, we can focus on individual and group needs. Instruction is delivered through whole group learning routines and individual "work jobs" during learning stations time.