



HEAD START PROGRAM PERFORMANCE STANDARDS SUPPORT DEVELOPMENT AND LEARNING

PART 1302 PROGRAM OPERATIONS

■ Subpart C – Education and Child Development Program Services

- **1302.30 (a) Purpose.** All programs must implement a research-based curriculum, and screening and assessment procedures that support individualization and growth in the areas of development described in the *Head Start Early Learning Outcomes Framework: Ages Birth to Five*.
- **1302.31 (b)(1)(ii) Teaching and the learning environment.** Teaching practices must focus on promoting growth in the developmental progressions described in the *Head Start Early Learning Outcomes Framework: Ages Birth to Five* by aligning with and using the Framework and the curricula as described in 1302.32 to direct planning of organized activities, schedules, lesson plans, and the implementation of high-quality early learning experiences that are responsive to and build upon each child's individual pattern of development and learning.
- **1302.32 (a)(1)(iii) Curricula.** Have an organized developmental scope and sequence that include plans and materials for learning experiences based on developmental progressions and how children learn.

MAKING THE CONNECTION

1. The *Head Start Early Learning Outcomes Framework: Ages Birth to Five* helps education staff understand child development, including what children should know and be able to do at different age levels.
2. Implementing a curriculum responsively requires that education staff first learn about children's development through informal observations, ongoing child assessment, and regular conversations with families. It also requires that education staff have a deep understanding of their program's curriculum. With all of this information, education staff can provide individualized learning environments, learning experiences, and interactions that promote each child's school readiness.
3. Guidance related to implementing a curriculum responsive to children's development and learning is already present in much of the program's daily routines and activities. As part of ongoing child assessment, education staff continue to regularly observe and document children's development and learning. They also learn from families about children's development and learning. Education staff continue implementing program curriculum with fidelity while considering ways to individualize learning opportunities and interactions in response to children's current and emerging knowledge, skills, and behaviors.

