

Introduction to Learning Beyond Paper

Learning Beyond Paper, Inc provides a digital curriculum solution for teachers working with infant through pre-kindergarten children. Addressing a severe gap in affordable, high-quality, equity, and time-saving curricula, Learning Beyond delivers a research-based, classroom-tested world of solutions to preschool providers across the U.S. and worldwide.

Preschool programs are switching to Learning Beyond to engage and excite their teachers by providing a 21st-century digital, time-saving teaching tool that is easy to learn and implement in the classroom. Our teachers report saving up to 3 hours per week in lesson planning time with access to over 4,000 daily activities and 52 weeks of lesson plans. Teacher onboarding takes less than two weeks vs. months.

Learning Beyond is always evolving to meet the latest research and the needs of our users.

Why Learning Beyond?

- Aligned with National Head Start Standards
- Aligned with SUTQ
- Early Literacy and Math focus
- Social emotional not taught in isolation- focus in every activity
- Activities introduced in a developmental progression; skills build on each other
- Embedded teacher training and supports
- Evolving and easy to update to meet the needs of our users
- Increased teacher retention
- Embedded training and PD (open-ended questions, differentiated instruction)
- Minimal prep work-focus is on learning and implementing the curriculum and learning outcomes
- Family engagement component with at home extensions
- Partnership with Lakeshore

LBP is aligned with the Head Start Early Learning Outcomes Framework

- LBP provides a scope and sequence for three-year-olds with quarterly indicators on progress towards the goal of meeting the standard.
 - LBP has developed activities which demonstrate the philosophy that building trusting, respectful relationships, creating a safe, nurturing learning environment, planning meaningful experiences, and engaging in intentional interactions with children is key to early childhood educational outcomes.

- Families are involved as partners in their child's learning.
- Our curriculum and professional development provide developmentally sequenced, play-based experiences, intentionally designed, and paced in keeping with state and national standards.
- Teachers and children engage in multicultural experiences to develop appreciation and celebrate each child's home culture, as well as similarities and differences among others worldwide.
- Social and emotional development is embedded within every learning experience as LBP believes children construct knowledge bridged upon what they already know, but it is that social, relationship-based connection that acts like glue - cementing understanding and seeking more.
- Experiences are written based on current, research-based best practices, while providing teachers with expertise and insights from the authors' extensive classroom experiences.
- Ongoing, observational assessment informs decisions and guides teachers in adapting activities to meet children's individual interests and needs.
- LBP provides intentional, meaningful, engaging, activities which are targeted toward building children's competencies: focusing on what each child can do, challenging them, and planning the next steps.
- Additionally, lesson support is provided to assist teachers in modifying and differentiating experiences to ensure that all children will experience growth and success.
- Learning Beyond Paper is designed to scaffold children's skills as activities are integrated across the domains.
- As children play, they investigate the world around them, discovering and growing their learning. They learn about cause and effect, use prior knowledge to build new knowledge and problem solve. Children learn from each other as they interact and seek new information. Teachers guide children's learning experiences by asking open ended questions to expand their thinking. Daily STEAM activities are opportunities for

children to explore and learn about Science, Technology, Engineering Art and Math.

Step Up To Quality

Learning Beyond Paper is aligned with SUTQ. Step Up To Quality is a five-star quality rating and improvement system administered by the Ohio Department of Education and the Ohio Department of Job and Family Services. SUTQ recognizes and promotes learning and development programs that meet quality program standards that exceed licensing health and safety regulations. The program standards are based on national research identifying standards which lead to improved outcomes for children.

How is LBP individualized to meet children's needs?

Building quality relationships with children is embedded throughout LBP. For Emotional Support, teachers are encouraged to create safe and nurturing learning environments. Joy in learning and being aware of children's needs are central to the curriculum. Learning Beyond Paper emphasizes the interests of the children, allowing them to take the lead and guide their learning. Many opportunities for choice, and student responsibility are included throughout the activities. Teacher talk provides examples of eliciting ideas and perspectives from children.

Under the Classroom Organization Domain, teachers are provided lists of materials and guidance on how to implement developmentally appropriate, play-based activities. Each activity has a clear objective and can accommodate a variety of learning styles. Teachers model behaviors of respect, caring, self-control and fair decision making. Expectations and rules are communicated clearly within the activities. The Teacher's Guide assists with setting up the classroom environment including planning the schedule, routines and transitions.

For Instructional Support, opportunities to stretch children's thinking are consistently offered. Children are encouraged to problem solve, make predictions, experiment and evaluate their learning. Teachers scaffold each child's learning path with hints, suggestions and modeling. Teacher talk examples include extended feedback loops and opportunities for children to explain their thinking. Encouragement and affirmation inspire persistence and continued involvement. Teachers are encouraged to talk with children and have extended conversations to support language development.

References:

Learning Beyond Paper - Preschool Teacher Guide 2.0

Learning Beyond Paper - Infant/Toddler Teacher Guide 2.0

<https://jfs.ohio.gov/cdc/stepupquality.stm>

Pianta, Robert C., Karen M. LaParo, and Bridget K. Hamre. (2008). Classroom Assessment Scoring System

Scoring Manual PreK. Baltimore: Paul H. Brookes Publishing Co.

Pianta, Robert C., Karen M. LaParo, and Bridget K. Hamre. (2012). Classroom Assessment Scoring System

Scoring Manual Toddler. Baltimore: Paul H. Brookes Publishing Co.

Pianta, Robert C., Karen M. LaParo, and Bridget K. Hamre. (2014). Classroom Assessment Scoring System

Scoring Manual Infants. Baltimore: Paul H. Brookes Publishing Co.