







Curriculum Calls for Leaders

Frog Street Curriculum

May 12th 2020



Six Elements of Effective PD

					
Data-driven A data-driven approach to PD ensures that the content is relevant, amount is sufficient, and ultimately that the PD is effective.	Specific, articulated objectives Specific, articulated objectives clearly delineate what teachers should gain from PD. Objectives should be limited to a few key areas, so teachers are repeatedly exposed to PD content and have sufficient time to develop new knowledge and skills.	Practice-focused Practice-focused PD seeks to intentionally build teachers' skills in order to improve their practice. It can but does not have to include feedback and analysis loops.	Feedback and analysis loops Feedback and analysis loops provide teachers with the opportunity to implement a new practice, receive feedback on their practice, and analyze their practice with a colleague.	Coherence Coherence is defined as an intentional approach to integrating curricula (what teachers teach), assessments (e.g., child outcomes), and classroom observation (e.g., CLASS® scores) with the PD that teachers receive as well as removing miscellaneous or unrelated materials.	Access for all teachers Access refers to the extent to which PD is provided to all full-time teachers across various types of preschool programming within a division.

Objectives

- Share and hear ideas for ways to support curriculum implementation through effective PD
- Learn about key curricular tools/resources to use in planning your own PD as well as trainings offered by the curriculum publisher
- Begin building collaboration with leaders across Virginia implementing the same curricula

❖ We are recording this webinar for those who can't make the call but still want to learn from their colleagues around the state!

Plan for today / norms

- Setting the stage!
- 6 key questions (also provided pre-call)
 - Each question has varied sharing formats– polling, chats, discussion
- Wrap-up with poll around collaboration next steps

NORMS:

Maintain focus (note “parking lot” ideas)

Be fully present (so no to multitasking)

*Pull up your “cheat sheet” and follow along

*Use polls

*Share your ideas (& the air)

*Mute your audio when not talking

Poll Practice Ice Breaker!

How excited are you to be on another zoom call today?

- Super excited to be here, I love zoom calls!
- I am interested in this content, and am not totally overwhelmed with zoom calls (yet)
- I am interested in this content but am having zoom fatigue
- I have already been in 8 hours of zoom meetings so far today, forgive me if I am zoomed-out.



To help with zoom-interactivty...

Lets play with annotations.

1. Go to the black box beside green “you are viewing Megan’s screen” on top of your zoom screen.
2. Click on annotate in drop down.
3. Click on stamping or other options.

How long have you been using this curriculum?:

- Not started using yet
- New this year
- 1-2 years
- 3-5 years
- 6 or more years



Even the best curriculum will only be effective in producing children's early learning gains when it is implemented as intended with the highest **fidelity** (Durlak & DuPree, 2008). Teachers must be able to implement the curriculum activities as designed.



A comprehensive curriculum is critical, but simply having one is not sufficient



Teachers need access to all curriculum materials and introductory trainings;



Program leaders should be fully versed in the curriculum; and



Divisions need curriculum experts who can provide ongoing training and support.

#1 Introductory PD



Discussion Question #1

How are you (or how did you) roll out this new curriculum to teachers – what kind of PD did you offer?



Poll Time!

What kinds of introductory PD
did you offer in first year?
(select all that apply)

- Training from publisher
- In-house training
- Coaching
- No initial intro training
- Other?



Professional Development offered by publisher part 1

Resource: See your Cheat sheet!

- [Frog Street's Professional Learning Course Catalog](#) describes their curriculum implementation offerings :
- 3-hour or 6-hour onsite training- \$2,750 per day, per trainer, one location, up to 50 participants
- 2-hour webinar- \$750 up to 30 participants
- 6-hour Train the Trainer (Curriculum Specific) \$5,000 per day, per curriculum, per trainer, per location, up to 25 participants
- Coaching- 3-day minimum, up to 4 classroom teachers: \$3,500 per day, per trainer. If teachers are in different locations, we suggest the drive time between locations is 30 minutes or less.

Professional Development offered by publisher part 2: Recommendations for year 1

Resource: See your Cheat sheet!

When a program/school district adopts Frog Street curriculum for the first time, we always recommend:

- One: 6-hour curriculum specific Initial Implementation training
- One: 6-hour curriculum specific Follow-Up Implementation training (occurs approx. 3-4 months after initial implementation training)
- For the next two years, we suggest back to school training: refresher implementation combined with a content specific topic (based on feedback/needs of the teachers)

What materials have you explored? There is a lot of stuff in the box!

Resource: See your Cheat sheet!

- Curricular Materials reviewed in the Curriculum Consumer Report
- Child Assessment Tools and Guidance
- Supports for Individualization

PD can have learning objectives focused on implementing of any of these components/aspects of the curriculum

Consider what your data sources tell you are most needed!



Curricular Materials reviewed in the Curriculum Consumer Report

Resource: See your Cheat sheet!

- Welcome to Frog Street,
- Nine Thematic Teaching Guides,
- Adaptations for Young Learners,
- Nine Resource Guides,
- Literature Library,
- Math Library and Manipulatives,
- Science Library and Exploration Tools,
- Additional Classroom Resources (e.g., posters, vocabulary cards)

Curricular Materials reviewed in the Curriculum Consumer Report

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Curricular Materials reviewed in the Curriculum Consumer Report

Resource: See your Cheat sheet!

The Welcome to Frog Street Pre-K introductory guide provides an overview of the curriculum materials, such as:

- Teacher Guides,
- Resource guides,
- CDs,
- Manipulatives,
- Books for children

It includes information on **setting up** the learning environment and **designing learning centers**.

The Teacher Guides provide **daily lesson plans** for each theme that describe the **content and strategies** for implementation (e.g., goals for the activities, questions to ask, and scaffolding strategies).

Child Assessment Tools and Guidance

Resource: See
your Cheat sheet!

Ongoing Observation and Documentation:

- A **Portfolio Approach** describes how teachers can develop a portfolio of **work samples, photographs, voice-recorded interviews, checklists, and anecdotal records** to document children's developmental progress over time.
- To support this process, this resource guide and the **Assessment CD** offer several specific suggestions, examples, and tools (e.g., weekly assessment checklists).
- **However**, there are **minimal supports** for teachers to use these strategies and tools embedded throughout the Teacher Guides and **no guidance on how to use information from ongoing assessment to inform curriculum planning**.

Child Assessment Tools and Guidance

Resource: See
your Cheat sheet!

Standardized and Structured Assessment Instruments:

- Frog Street Pre-K describes and provides a [structured assessment tool](#), [Prekindergarten Skills Assessment Summary](#), that aligns with the curriculum's learning goals.
- The curriculum encourages programs to [use their portfolios to complete this assessment tool four times](#) per year.
- However, there is [no evidence](#) that establishes the validity and reliability of the tool.

Are teachers using curriculum aligned formative assessments? *(Annotate/Stamp)*

Portfolio Approach	Prek Skills Assessment Summary	Use PSAS (or portfolio?) to Inform Instruction/Implementation
No, not using	No, not using	No, don't use assessment to inform instruction/curriculum implementation
Yes, using? Using weekly assessment checklist?	Yes, using (stamp times/year)	Yes, use assessment to inform instruction/curriculum implementation

Curricular Supports for Individualization Based on Interests

Resource: See your Cheat sheet!

- Frog Street Pre-K does **not offer guidance on** how to plan learning experiences that **build on individual children's interests**. Learning experiences are preplanned, and there is no guidance on how to modify them based on individual children's interests.

Do your teachers find ways to incorporate children's interests?

No, stick with curriculum as written

Yes, look for ways to build on children's interests while still having fidelity to curriculum.

Curricular Supports for Individualization Based on Strengths and Needs:

Resource: See your Cheat sheet!

The curriculum provides a variety of resources to help make learning experiences responsive to individual children's strengths and needs.

1. **Adaptations for Young Learners** is designed for children who may need **additional support** before being introduced to the lessons in the Teacher Guides (younger children or children with disabilities or other special needs). **Arranged in the same thematic order as the core programs** so the lessons may be used as scaffolds.
2. Set of **Resource Guides** (e.g., Continuum of Physical Development, Multiple Intelligences in the Early Childhood Classroom) provides **guidance on modifying learning experiences** based on strengths/needs.
3. **Teacher Guides** offer specific **suggestions for modifying** learning experiences for children with disabilities or other special needs and children who are DLLs.

Are teachers individualizing based on strengths/needs?

(Annotate/Stamp)

Individualizing?	Using Adaptations for Young Learners?	Using Resource Guides?	Using suggested modifications embedded in Teacher Guides
Yes	Yes	Yes	Yes
No	No	No	No

Curricular Supports for Individualization for Dual Language Learners:

Resource: See your Cheat sheet!

Scaffolding Strategies:

- The curriculum provides specific guidance to scaffold the development and learning of children who are DLLs. The [Resource Guide, Strategies for English Language Learners](#), summarizes research on second-language acquisition and provides a range of teaching practices to support children who are DLLs.
- Furthermore, specific scaffolding strategies for children who are DLLs are [embedded throughout](#) the learning activities in the [Teacher Guides](#)

Curricular Supports for Individualization for Children with Special Needs:

Resource: See your Cheat sheet!

Teaching Practices and Interventions:

- [Guidelines and Strategies for Children with Special Needs](#) provides general guidance for working with children with special needs (e.g., using peer buddies) as well as descriptions and adaptations to support children with specific disabilities or special needs (e.g., allowing children with visual impairments to explore things through touch and sound).
- The [Teacher Guides](#) provide [specific modifications](#) to ensure that daily routines and activities are inclusive of children with disabilities or other special needs (e.g., using gestures while speaking, suggesting alternative materials for children with sensory integration issues).



Follow-up sharing

Any recommendations or lessons learned to share about introductory PD for teachers?

Including: How do you focus on smaller learning objectives, step-by-step so the PD is provided in a helpful, manageable scope & sequence for learning?



#2 Ongoing PD support

/ Discussion Question #2

Have you found a way to support teachers to implement the curriculum more/better over time? If so, how?



Illustration: Julia Pomeroy
from Noun Project



Illustration: David White
from Noun Project



Poll Time!

How are you supporting teachers to implement the curriculum more/better over time? (select all that apply)

- PLCs
- Whole group PD days
- Feedback loops
- Informal conversations
- Other?



Professional Development offered by publisher: Recommendations for year 2+

Resource: See your Cheat sheet!

Year two or more we suggest:

- **Advanced Strategies** trainings for Pre K curriculum, depending on teacher feedback and needs (this is not recommended for year one).
- **Ongoing Coaching** is always recommended, and programs can opt to continue to select other non-curriculum specific offerings throughout any school year.

Share out your recommended approaches for supporting implementation quality?

Including...

- Targeted observations by leaders with feedback on implementation of curriculum
- Peer observations followed by feedback?
- Teacher self-assessments
- Teacher surveys
- other?

#3 Measuring Implementation Fidelity



Discussion Question #3

Have you been able to tell if
(or how well) teachers are
implementing the
curriculum?



Poll Time!

How do you currently measure curriculum fidelity?

- Curriculum-Provided Fidelity Checklist/Tool
- Adapted version of fidelity tool
- Home-grown fidelity tool
- Not using a tool, informally observing curriculum use
- No current mechanism for tracking/measuring teacher practices specific to curriculum implementation
- Other?



Curriculum Materials to Support Measuring Implementation Fidelity/Quality

Resource: See your Cheat sheet!

Frog Street has [Administrator Classroom Observation Tool](#) (and [User Guide](#)) to help monitor quality or assess fidelity of implementation.

This tool guides observation in different areas, such as the teacher's [sensitivity to social and emotional needs](#), [teaching practices](#) in small and large groups, the [classroom environment](#), [lesson plans](#), and [learning centers](#).

Of those who are using [FSPK Admin](#)
[Obs Tool](#) to measure implementation
fidelity...

- How useful?
- How does this help inform your PD?
- Any recommendations or lessons learned to share?



#4 Integrating focus on curriculum + interactions



Discussion Question #4

As you roll out this curriculum and the CLASS[®] tool, have you found ways to integrate a focus on this curriculum with teacher-child interactions in PD? Please share your approach.



Curriculum Materials to Support Measuring Implementation Fidelity/Quality

Resource: See your Cheat sheet!

Frog Street has **Correlation to the PK CLASS** (Coherence!)

- Anyone used it to help your teachers see the overlap between curriculum implementation and effective teacher-child interactions?
- How useful?

Curricular Supports for Teacher-Child Interactions

Resource: See your Cheat sheet!

Interactions that Extend Children's Learning: Many of the curriculum's resources provide guidance on and [examples of how teachers can engage in interactions that extend children's learning](#).

- [Strategies for Intentional Instruction](#) cards provide examples of different types of questions to extend children's thinking and communication (e.g., factual, opinion, inferential, prediction questions).
- Many [learning activities and learning centers provide prompts to extend](#) children's exploration, thinking, and communication (e.g., math and science activities include prompts for children to predict, hypothesize, test, and reason; closing circle activities ask children to reflect on the day).

Curricular Supports for Teacher-Child Interactions

Resource: See your Cheat sheet!

Active Exploration:

- The [Portfolio Assessment](#) approach describes the importance of hands-on exploration for children's learning (e.g., how children problem-solve and develop math skills as they explore blocks in the "Construction Center").
- The [Teacher Guides](#) provide some opportunities for preschoolers to actively engage in [hands-on exploration](#) in the learning centers and practice activities (e.g., explore paints and play dough of different textures).
- However, many activities are [structured, teacher directed, and leave children little room to engage](#) with materials in open-ended ways or create and experiment with materials (e.g., teacher demonstrates how to make ropes from play dough and invites children to make ropes).

#5 Access to curricular PD

Discussion Question #5

What works in providing professional development that helps *all* teachers (VPI/ECSE teachers + IA's) implement the curriculum well?

Share your tips for promoting PD access.



Follow-up Sharing - Access

What are your strategies for promoting PD access (for leads + IA's, cross-program?)

- How do you time your curriculum–related PD (school hours, summer, after school, etc.?)
- How you ensure all teachers have the opportunity to grow? Allocate funds for subs (for lead teachers, IAs?)
- Do you collaborate across program types? How? E.g., ECSE, Title I, Head Start, VPI, other?
- Have you found ways to incorporate technology creatively to expand access or reduce need for as much face time (e.g., video/web-based meetings, teacher videotape curriculum implementation, etc.)

#6 Leader capacity for curricular
PD

Discussion

Question #6

How can we help build expertise of leaders (yourself and/or others) to be able to plan, provide, and/or support effective curriculum-focused PD?



Reflection Questions

- WHO: in your leadership team is trained on the curriculum?
- WHO: on your leadership team is trained as a curriculum coach/trainer?
- WHAT: resources (trainings, readings, videos, other) do you recommend other divisions use to build leader knowledge/capacity?

Can your division benefit from building leader expertise with curriculum implementation?

Yes! And here is how we can do it....	No, or not at this time...

Planning Leader Expertise with Curriculum

If increasing expertise in curriculum implementation fidelity and quality is an area of need for your division:

Write 2 Next Steps for your division:

Examples:

1. I will explore trainings on the publisher website
2. I will speak with fellow Virginia leaders to learn about their process
3. I will propose a set number of \$\$ in budget for more leader and teacher curriculum training

Wrap-up:

Next Steps for collaboration

Next Steps for Collaboration

What would you find most valuable?

- Pair up divisions for follow-up discussions
- Provide contact lists and leave it up to division leaders
- Have division teams with curriculum PD expertise host future calls
- Other... (feel free to share via chat)



A woman with long dark hair, wearing a brown sweater, is smiling and pointing her finger towards a young girl with blonde hair. The girl is looking up at the woman. To the left, a boy with blonde hair is partially visible, looking towards the group. To the right, a girl with dark curly hair and a white headband is looking on, and a boy with blonde hair is looking down at something in his hands. They are all gathered around a table with some red and yellow objects. The background shows window blinds.

Questions?



We'd love your
feedback!

through our quick survey:

[https://forms.gle/XqU58YB
jG3QJEgRG7](https://forms.gle/XqU58YBjG3QJEgRG7)