

Curriculum Calls for Leaders

Tools of the Mind Curriculum

May 14, 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-interactivity...

Lets play with annotations.

1. Go to the black box beside green “you are viewing Allison’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

Resource: See your Cheat sheet!

- Initial training includes four "CORE" trainings workshops
 - In person, over two days, prior to the start of the year
 - Three sequential workshops is a one-day session, delivered in person or virtually, in fall, winter, and spring of the first year
- Ongoing professional development on a range of topics through webinars
- Customized training for programs
- Individualized coaching sessions

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

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!

Resource: See your Cheat sheet!



Curricular Materials reviewed in the Curriculum Consumer Report

- Introduction, Background, and Theory Pre-K Manual, 7th Edition
- Primary Training Manual
- Additional Scaffolds Appendix Manual
- iScaffold
- Pre-K Assessment appendix
- Consumables for purchase

Resource: See your Cheat sheet!

* Partners with Lakeshore

Child Assessment Tools and Guidance

Resource: See
your Cheat sheet!

- **Ongoing Observation and Documentation:**

- "dynamic assessment" through observations, the teacher identifies the child's independent level of performance (ZPD) and how the child responds to scaffolds and instruction
- Pre-K Assessment resources for observing and documenting children's progress across domains within daily routines and learning experiences
- Guidance for developing and using portfolios that illustrate children's growth over time.

- **Standardized and Structured Assessment Instruments**

- Listening Comprehension Formative and Summative Assessments
- Letter Sound and Name Dynamic Assessments

*** However, the tools are not standardized (valid or reliable), and there is no guidance on how to select standardized assessment instruments

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

Dynamic Assessment	Pre-K Assessment	Portfolios
No, not using	No, not using	No, not using
Yes, using?	Yes, using (stamp times/year)	Yes, using

Curricular Supports for Individualization Based on Interests

Resource: See
your Cheat sheet!

- Daily opportunities to play in classroom centers of their choice and to choose their activities and materials
- Daily Make-Believe play
- As year progresses, teachers choose play themes that follow children's interests and reflect the community in which they live
- Others pre-planned (e.g., Story Lab) with no guidance on individualization

Curricular Supports for Individualization Based on Strengths and Needs:

Resource: See
your Cheat sheet!

The curriculum offers specific guidance embedded throughout its materials on how to make learning experiences responsive to individual children's strengths and needs.

- Within each activity, "Zooming in on the ZPD" provides scaffolds to support children who need extra support
- Each activity also includes "Up the Challenge," providing ideas for making the activity more challenging, either by making it more difficult cognitively or by increasing self-regulation demands on children.

Curricular Supports for Individualization for Dual Language Learners:

Resource: See
your Cheat sheet!

Scaffolding Strategies:

- The curriculum provides specific guidance embedded throughout curriculum materials on how to scaffold the development and learning of children who are DLLs:
 - "Zooming in on the ZPD"
 - Tools Teacher Phrasebook
 - Same supports used with all children (mediator cards, visuals, etc)

Curricular Supports for Individualization for Children with Special Needs:

Resource: See
your Cheat sheet!

Teaching Practices and Interventions:

- Teachers should make accommodations for children with special needs, suspected delays, or other special needs within every activity, as necessary, without making modifications that alter the purpose of the activity
- Accommodations are based on children's responses to supports and scaffolds provided by the learning environment in relationship to the child's ZPD
- "Additional Teacher Scaffolds," specific supports for children with a variety of needs related to each activity in the curriculum

Are teachers individualizing based on strengths/needs? *(Annotate/Stamp)*

Individualizing?	Additional Scaffolds Appendix Manual (Tools for Teacher Phrasebook)	Additional Teacher Scaffolds (for children with special needs)
Yes	Yes	Yes
No	No	No

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?



Unsplash photo credits
from [Pixel Perfect](#)



Unsplash photo credits
from [Pixel Perfect](#)



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:

Year two or more we suggest:

- **Webinar trainings**
- **Ongoing Coaching** is always recommended, and programs can opt to continue to select other non-curriculum specific offerings throughout any school year.

Resource: See your Cheat sheet!

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!

Teacher Self-Reflection forms - detailed checklists with key elements for each set of activities in the curriculum

- Opening Group
- Make-Believe Play
- Literacy Time Block
- Story Lab
- Math/Science Small Group Time Block

Teachers can use this tool independently to reflect on their own implementation of activities, or collaboratively with a coach to identify areas of support.

Of those who are using TOTM Self Reflection forms to measure implementation fidelity...

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





Follow-up sharing

Share 1 success and 1 challenge with implementation that you have observed/heard your teachers have with this curriculum so far.

If you have a tool to recommend, please 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!

[Crosswalk of Tools of the Mind With the Pre-K CLASS®](#) to help identify curricular components and materials that best support areas of teacher-child interactions (e.g., CLASS Quality of Feedback).

Coherence!

- Anyone used it to help your teachers see the overlap between curriculum implementation and effective teacher-child interactions?
- How useful?
- Provide email in chat and we can send crosswalk to you

Curricular Supports for Teacher-Child Interactions

Resource: See your Cheat sheet!

Interactions that Extend Children's Learning: Throughout all learning activities and in its introductory materials, specific guidance provided on how to extend children's play, exploration, and communication

- Theoretical foundation of social learning and providing experiences and support within the child's individual ZPD
- Curriculum guides teachers to actively scaffold children's learning by providing prompts, hints, and gestural signs and by using "Mediator Cards" with visual reminders of the task in hand

Curricular Supports for Teacher-Child Interactions

Resource: See your Cheat sheet!

Active Exploration:

- Daily opportunities for children to engage in open-ended, hands-on explorations
- Six interest areas with sensory materials and more complex materials related to the Make-Believe Play theme of the month
- Daily schedule - "Make-Believe Play Center" which offers more opportunities for free explorations during the day.
- Other daily small group activities such as Puzzles, Manipulatives, and Blocks, provide children with opportunities to explore objects, build, and create with different materials (e.g., blocks, playdough, lacing, pegs, nuts, and bolts).

#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 do 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 group of five diverse preschool children are gathered around a table, playing with wooden blocks. A young girl in the center, wearing a brown sweater over a striped shirt, is speaking and pointing her finger towards the camera. She has dark hair styled in braids. To her left, a girl with blonde hair is looking up at her. On the right, a boy in a blue denim jacket is focused on the blocks. In the background, another girl with dark curly hair and a pink and brown striped sweater looks on. A boy's face is partially visible on the far left. The scene is set in a brightly lit room with white blinds in the background.

Questions?



We'd love your
feedback!

through our quick survey:

<https://forms.gle/XqU58YBjG3QJEgRG7>