

Curriculum Calls for Leaders

*OWL (Opening the World of
Learning)*







5/7/2020



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

Six Elements of Effective PD

					
Data-driven	Specific, articulated objectives	Practice-focused	Feedback and analysis loops	Coherence	Access for all teachers
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 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 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 provide teachers with the opportunity to implement a new practice, receive feedback on their practice, and analyze their practice with a colleague.	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 refers to the extent to which PD is provided to all full-time teachers across various types of preschool programming within a division.

Poll Practice!

How many videocalls are you participating in a typical day:

- 0-1
- 2-3
- 4-5
- 6 to 1,000 (I lose count!)



Let's Practice (and have fun) with ZOOM Annotation!

Draw a picture –or – pick an icon that represents your typical experience/emotions in said videocalls:

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)

*Use polls, annotation, and chat

*Share your ideas (& the air)

*Mute your audio when not talking

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

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?





Discussion Question #1

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



Professional Development offered by publisher

Resource: See your Cheat sheet!

- Pearson offers both [one- and two-day in-person Product Implementation trainings](#) at an additional cost. Ongoing professional development and trainings feature a range of courses, including half-, full-, and multiple-day courses offered in person for an additional fee. The publisher provides free online webinars on topics such as modeling positive behaviors. Coaching and Modeling, Lesson Study, and Consultative Services are also available at an additional cost. For pricing information, contact the [publisher](#).

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!

- ☐ Planning and Assessment: Teacher's Guide with Professional Development Handbook,
- ☐ Eight Thematic Teaching Guides,
- ☐ Literature to Read Aloud,
- ☐ Teaching Cards and Posters,
- ☐ CD-ROM Collection (e.g., Ollie's Resources for Teachers and Families, learning games),
- ☐ OWL online Pre-K offerings provided by the publisher

Child Assessment Tools and Guidance

Resource: See your Cheat sheet!

- **Ongoing Observation and Documentation:** The curriculum provides specific guidance embedded throughout the materials for teachers to monitor, document, and reflect on children's development. The [Annotated Lesson includes "Review and Check: Monitor Progress in OWL."](#) It guides teachers to use progress-monitoring assessment tools, observation checklists, and prompts that monitor children's oral vocabulary development. For each week, the Teacher Guides provide an overview of which "success predictors for kindergarten" (e.g., letter sounds, recognize and compare lengths, vocabulary words) will be monitored. [Lesson plans for small group, literacy circle, and story time have "Monitor Progress" prompts](#) that guide teachers around what language, literacy, and math skills to assess and how. For example, after introducing a concept word (e.g., "hospital") during literacy circle, the curriculum provides questions to assess children's understanding of the word (e.g., "Why do people go to a hospital?"). In addition, the curriculum gives specific guidance on how to use assessment information for curriculum planning. While the curriculum provides structured tools and checklists for monitoring children's progress, it lacks guidance on how to observe and document children's development and learning as part of everyday interactions and routines (e.g., anecdotal records, work samples).

Child Assessment Tools and Guidance, cont'd.

Resource: See your Cheat sheet!



- **Standardized and Structured Assessment Instruments:** OWL describes and provides a handful of structured assessment tools, such as a screening, observation checklists for each domain, progress monitoring assessment tools, and an end-of-the-year assessment. The curriculum encourages programs to use these assessment tools. However, the tools are not standardized (e.g., valid or reliable), and there is no guidance in the curriculum on how to select and use standardized and structured assessment instruments.

Reflect & Share out

Are teachers using the curricular-aligned formative assessments?

YES!	No...or not yet
<p>If yes, share how are helping teachers use that data to drive instruction 😊</p>	

Curricular Supports for Individualization

Resource: See
your Cheat sheet!

- **Individualization Based on Interests:** OWL does not offer guidance on how to plan learning experiences that build on individual children's interests. While children may select their center time activities, all learning experiences, including centers, are pre-planned, without guidance on how to modify them based on individual children's interests.
- **Individualization Based on Strengths and Needs:** The curriculum provides a variety of strategies to make learning experiences responsive to individual children's strengths and needs. For example, [Teacher Guides provide ways to individualize learning through "Make It Easier!" and "Make It Harder!" prompts](#) for different lessons across the units.

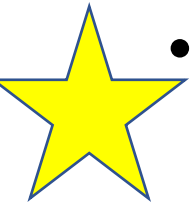
Resource: See
your Cheat sheet!

Individualization Supports, cont'd

- **Individualization for Dual Language Learners (Scaffolding Strategies):** The curriculum provides specific, research-based scaffolding strategies. They are embedded throughout the learning activities in the Teacher Guides to support the development and learning of children who are DLLs. In addition, the curriculum provides weekly "English Language Development" lessons with scaffolding strategies for children at beginning, intermediate, advanced, and advanced high levels of English language proficiency. Finally, the Planning and Assessment: Teacher's Guide with Professional Development Handbook includes an "Introduction to Linguistics," information about common first languages, and a chart comparing consonant sounds in English and other languages.

Resource: See
your Cheat sheet!

Individualization Supports, cont'd



- **Individualization for Children with Special Needs (Teaching Practices and Interventions):** The curriculum provides specific guidance on how to individualize learning experiences for all children. **The curriculum provides "Make It Easier!" prompts as well as guidance in Adaptations for Children with Special Needs** to support children with special needs in specific activities and during each part of the daily schedule (e.g., morning meeting, center time, small groups).

Reflect & Share out

Are teachers using the curricular components to individualize their instruction for children with special needs?

YES!	No...or not yet
<p>If yes, share how you're helping teachers do that 😊</p>	



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

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/coaching
- Informal conversations
- Other?



/ Discussion Question #2

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



Illustration: Anna Fomina
from Freepress



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Professional Development offered by publisher

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Follow-up sharing: Any 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

Poll Time!

How do you currently measure curriculum fidelity?

- Curriculum-Provided Fidelity Checklist/Tool (N/A)
- Adapted version of fidelity tool (N/A)
- 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?



Poll Follow-up sharing

If you've been able to collect data on fidelity of curriculum implementation, how do you do that and how does this help inform your PD?

Any recommendations or lessons learned to share?



Curriculum Materials to Support Implementation

Resource: See your Cheat sheet!

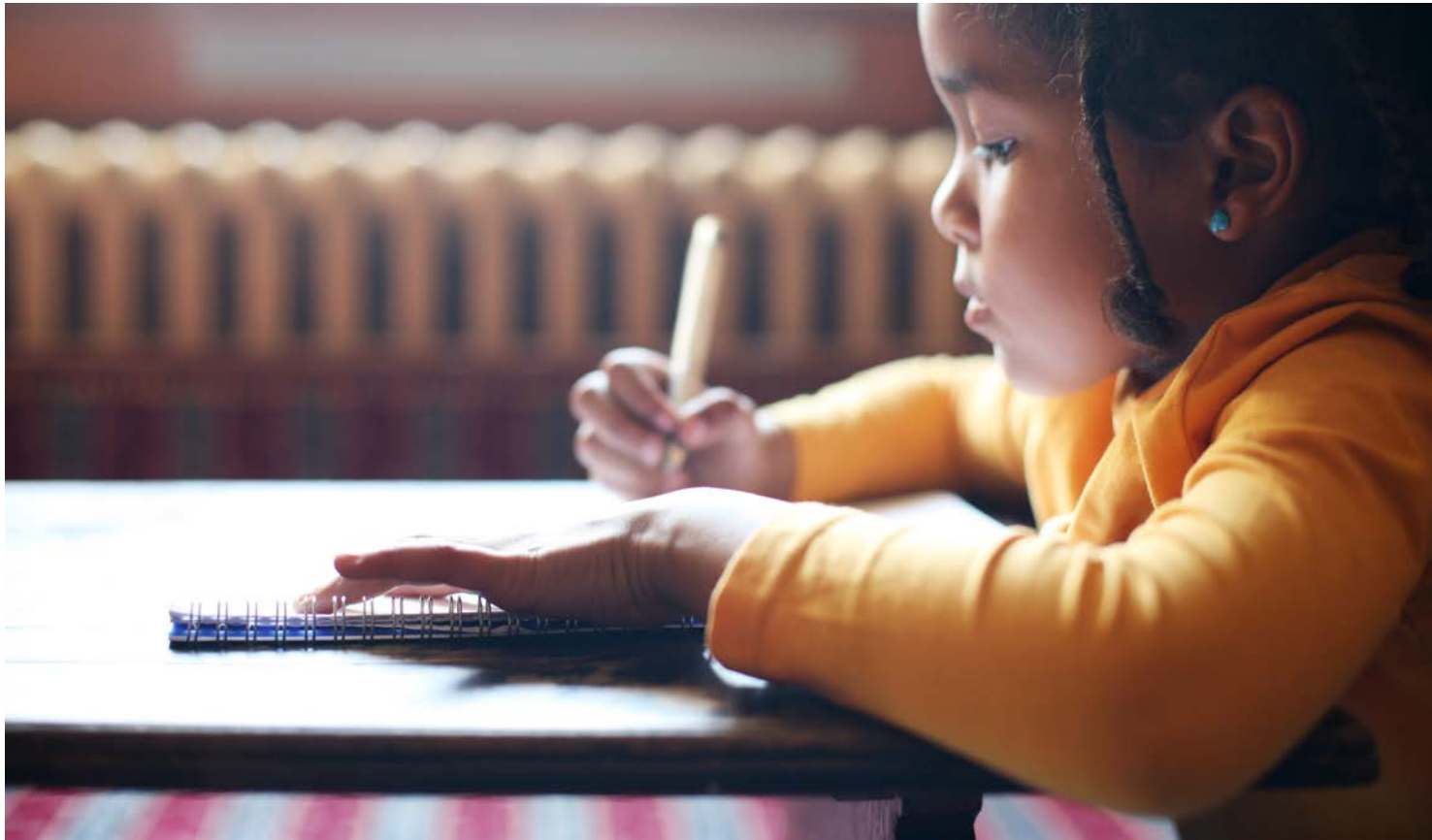
- OWL includes a comprehensive set of materials to support implementation. The [Planning and Assessment Teacher's Guide with Professional Development Handbook](#) provides an overview of the [curriculum components](#), such as the Teacher Guides, Units 1–8, literature to read aloud, digital resources, teaching cards and posters, and manipulatives (optional for purchase). It includes information on setting up the learning environment, schedules and routines, 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, vocabulary, and scaffolding strategies).
- **Fidelity Tool:** OWL does not include a fidelity tool.



Discussion Question #3

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





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.



Curricular Supports for Teacher-Child Interactions

Resource: See your Cheat sheet!

- **Interactions that Extend Children's Learning:** The curriculum's learning activities do not provide guidance on how to use interactions to extend children's learning. While the "Questions of the Week" are open-ended (e.g., "What are desert animals like?"), there is no guidance on how to extend children's thinking and communication around these topics. The learning experiences are didactic and do not include open-ended questions or prompts to help children make connections to their own experiences. For example, children are provided with concept word cards related to the desert. Pairs of children are asked to talk about which animals listed in the word cards are desert animals and if they also live in the jungle. Then, a few children share, "What was on your card? Does it live in the jungle, too?"

Curricular Supports for Teacher-Child Interactions, cont'd.

Resource: See your Cheat sheet!

- **Active Exploration:** The Planning and Assessment Teacher's Guide with Professional Development Handbook describes the importance of hands-on exploration for children's learning (e.g., children experiment, explore, and engage in purposeful and playful learning experiences, and develop academically, socially, and emotionally). A limitation of the activities described in the Teacher Guides is they do not provide children with ample opportunities to actively engage in open-ended, hands-on exploration. **All activities, including learning centers, are structured and give specific directions about what children are to do in the center.** Children have little opportunity to engage with materials in open-ended ways or create and experiment with materials.
- **No known crosswalk of OWL to CLASS dimensions**

#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?

Reflect & Share out

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

YES!	No...or not yet
If yes, share how 😊	

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

Poll Time!

What would you find most valuable for collaboration?

- 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 over a striped shirt, 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. Behind the woman, a young girl with dark curly hair and a white headband is looking on. To the right, a boy with blonde hair is looking down at something in his hands. They appear to be in a classroom or playroom setting with blinds in the background.

Questions?



We'd love your
feedback!

through our quick survey:

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