

Curriculum Calls for Leaders







Creative Curriculum



UNIVERSITY
of VIRGINIA

CURRY SCHOOL *of* EDUCATION
and HUMAN DEVELOPMENT

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

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!

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

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!

Professional Development offered by publisher: Teaching Strategies' ongoing [professional development opportunities](#) include a range of courses, offered both [online](#) and in person for an additional cost. One-day or two-day on-site trainings range in price from approximately \$3,465 to \$5,285, and the publisher works with programs to customize trainings based on program needs. Online, self-paced, courses vary in length from two to 10 hours, and are available for an annual subscription fee of \$165 per teacher.

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!

- Complete set of 6th Edition: Volumes 1–6 of The Foundation Teaching Guides, Intentional Teaching Cards, Mighty Minutes, The Teaching Strategies Children's Book Collection, The Guide to The Creative Curriculum® for Preschool, and The Classroom and Family Resources Online Portal

Child Assessment Tools and Guidance

Resource: See your Cheat sheet!

- **Ongoing Observation and Documentation:** The curriculum provides a four-step process for ongoing observation and documentation: 1) Observing and Collecting Facts, 2) Analyzing and Responding, 3) Evaluating, and 4) Summarizing, Planning, and Communicating. To support this process, the Intentional Teaching Cards include "Questions to Guide Observations." There are also specific prompts for observation and documentation throughout the Teaching Guides.
- **Standardized and Structured Assessment Instruments:** The curriculum encourages programs to use the publisher's Teaching Strategies Gold Assessment System (TS GOLD), which is aligned with The Creative Curriculum® objectives. The online platform, MyTeachingStrategies™, features resources related to TS GOLD that describe how assessment instruments should be valid, reliable, as well as individually, culturally, and linguistically appropriate. The curriculum also stresses the importance of regularly assessing children's development and using this information to plan instruction.

Curricular Supports for Individualization

Resource: See
your Cheat sheet!

- **Individualization Based on Interests:** The Creative Curriculum® for Preschool provides guidance on how teachers can incorporate children's interests into the curriculum's interest areas and learning activities. For example, the "Choice Time" hour each day allows for children to make choices daily to engage with materials and activities that are of interest to them. While the Teaching Guides have pre-planned activities for the first three weeks of each study, teachers are invited to plan the fourth week of the investigation based on children's interests and needs.
- **Individualization Based on Strengths and Needs:** Volume 1: The Foundation provides an overview of how individualization is central to the curriculum's philosophy. Teachers are encouraged to "Observe-Reflect-Respond," which is one way of responding to children's individual strengths and needs. Furthermore, the Intentional Teaching Cards provide specific scaffolding strategies to support children at different levels of a developmental progression. This allows teachers to individualize learning experiences to meet children's strengths and needs.

Resource: See
your Cheat sheet!

Curricular Supports Continued

- **Individualization for Dual Language Learners (Scaffolding Strategies):** The curriculum provides specific guidance to scaffold the development and learning of DLL children. Volume 1: The Foundation offers a description of dual language development. Volume 3: Literacy provides a range of specific strategies to support children who are DLLs at various stages of English language acquisition. Furthermore, specific scaffolding strategies and supports for children who are DLLs are embedded throughout the Intentional Teaching Cards and Teaching Guides.
- **Individualization for Children with Special Needs (Teaching Practices and Interventions):** Volumes 1–6 provide strategies and examples of how to ensure daily routines and activities are inclusive of children with disabilities or other special needs (e.g., using visual and tactile cues, providing picture sequences). The Teaching Guides and Intentional Teaching Cards provide specific suggestions for how to include children with disabilities or other special needs in learning experiences (e.g., providing something to hold during large group activities to focus a child's attention, suggesting alternative materials for all children to participate in an activity).



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
- 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 Fournier
from the project



Illustration: Anna Fournier
from the project



Curriculum Materials to Support Implementation

Resource: See your Cheat sheet!

- If there is a fidelity tool (and any related guides) for purchase or free with the curriculum you can use, how involved is it? How focused? How useful?
- If there is a crosswalk, how have you/could you help your teachers see the overlap between curriculum implementation and effective teacher-child interactions?

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
- 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?



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?





Discussion Question #3

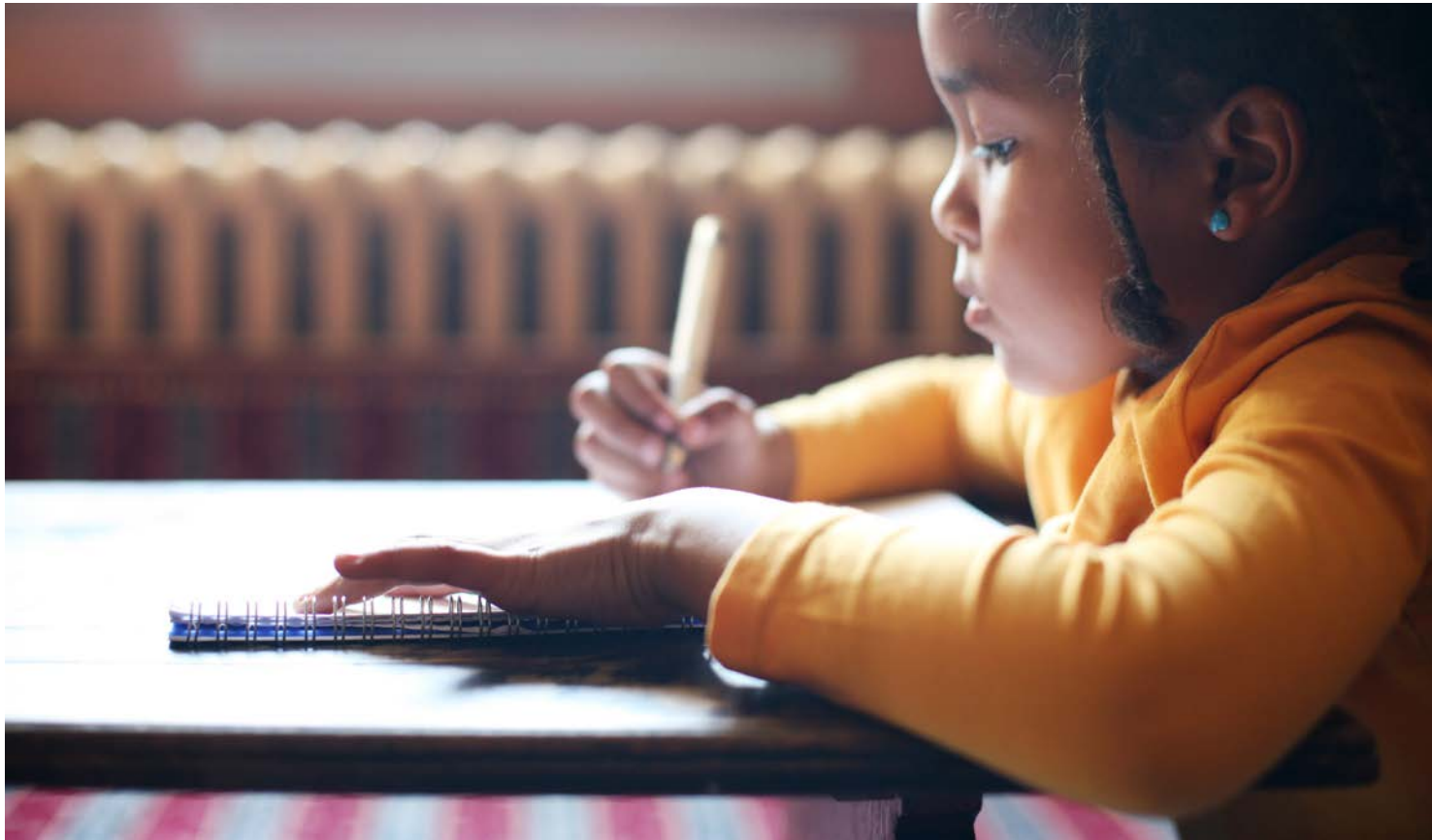
Have you been able to tell if
(or how well) teachers are
implementing the
curriculum?



Curriculum Materials to Support Implementation

Resource: See your Cheat sheet!

- The Creative Curriculum® for Preschool includes a comprehensive set of materials to support implementation. It provides a [Guide to The Creative Curriculum® for Preschool](#), which orients teachers to the curriculum materials and how they fit together. The curriculum offers six volumes to support teachers as they implement the curriculum (e.g., Volume 1: The Foundation, Volume 2: Interest Areas). Finally, the Daily Resources provide teachers with detailed guidance on what to do each day (e.g., Teaching Guides, Intentional Teaching Cards).
- **[Fidelity Tool:](#)** For an additional fee, programs can purchase The Fidelity Tool for Administrators and The Fidelity Tool Teacher Checklist (\$55 for a set of 5 each). Both tools assess the fidelity of implementation of the Daily Resources, The Foundation, and Teaching Strategies GOLD. Additionally, programs can purchase Coaching to Fidelity, Preschool Edition (\$210), which is a coaching guide to promote fidelity with specific strategies linked to items from the teacher checklist, and includes two sets of The Fidelity Tool for Administrators and The Fidelity Tool Teacher Checklist (which, again, cost \$55 for a set of 5 each).



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!

- **Crosswalk:** Use this [Crosswalk of The Creative Curriculum® for Preschool, Sixth Edition 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).
- **Interactions that Extend Children's Learning:** Many of the curriculum's resources provide guidance and examples on how teachers engage in interactions that extend children's exploration, thinking, and communication. For example, the *Intentional Teaching Cards* and *Book Discussion Cards* provide examples of open-ended questions and prompts that teachers can use to spark children's thinking and encourage them to describe, explain, predict, and brainstorm.
- **Active Exploration:** The curriculum provides ample opportunity for preschoolers to actively engage in hands-on exploration. The curriculum highlights the importance of children having time for free, unstructured play daily. Volume 2: Interest Areas provides many suggestions for how to set up the environment with open-ended learning materials that promote hands-on exploration. Some of the structured activities in the *Intentional Teaching Cards* and *Teaching Guides* also invite children to manipulate objects and investigate concepts.

#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?

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?

- 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 dark hair and a brown sweater is sitting at a table, 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 woman. To the right, a girl with dark hair and a striped cardigan is looking on, and a boy with blonde hair is looking down at something on the table. The background shows a window with blinds. The word "Questions?" is overlaid in white text in the center of the image.

Questions?