

Curriculum Calls for Leaders







Big Day for PreK



UNIVERSITY
of VIRGINIA

CURRY SCHOOL *of* EDUCATION
and HUMAN DEVELOPMENT

Six Elements of Effective PD

 <p>Data-driven</p> <p>A data-driven approach to PD ensures that the content is relevant, amount is sufficient, and ultimately that the PD is effective.</p>	 <p>Specific, articulated objectives</p> <p>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.</p>	 <p>Practice-focused</p> <p>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.</p>	 <p>Feedback and analysis loops</p> <p>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.</p>	 <p>Coherence</p> <p>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.</p>	 <p>Access for all teachers</p> <p>Access refers to the extent to which PD is provided to all full-time teachers across various types of preschool programming within a division.</p>
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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:** Houghton Mifflin Harcourt offers Getting Started for Teachers, a full- or half-day, in-person introductory course for up to 35 teachers, which is also available as a webinar. Furthermore, Big Day for PreK™ provides a range of courses that programs can use to support their ongoing professional development needs. They run a free professional development webinar series that focuses on domain-specific teaching practices. They also offer several half- and full-day in-person courses available at an additional cost that focus on a range of training topics, such as family engagement. Finally, Big Day for PreK™ can provide individualized coaching sessions that include collaboratively setting goals and thinking about the specific needs of children and teachers in a program.

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!

- Teacher Welcome Kit (e.g., Professional Handbook), BIG Theme Boxes (e.g., Teaching Guides), BIG Wall Chart Box, BIG Book Box and Little Book Boxes, BIG Learning Box, Big Day Online

*See pictures and overviews of materials on [Big Day for PreK site](#), linked in your cheat sheet!



Child Assessment Tools and Guidance

Resource: See your Cheat sheet!

- **Ongoing Observation and Documentation:** The Professional Handbook describes how teachers can use informal observations, portfolios, anecdotal observation records, and checklists to understand children's developmental progress over time. To support this process, all Teaching Guides include weekly reminders for which assessment tools should be used, as well as specific prompts embedded throughout learning activities for teachers to observe children. Finally, the online Teacher Space offers downloadable forms such as observation guides and anecdotal records.
- **Standardized and Structured Assessment Instruments:** Big Day for PreK™ encourages programs to use the publisher's standardized and structured assessment instrument, the Scholastic Early Childhood Inventory. The curriculum describes how assessment tools should be age and linguistically appropriate, but the curriculum does not discuss the importance of assessment instruments that are valid, reliable, and individually or culturally appropriate.



Curricular Supports for Individualization

Resource: See
your Cheat sheet!

- **Individualization Based on Interests:** Big Day for PreK™ does not describe the importance of or offer guidance on how to plan learning experiences that build on individual children's interests. Learning experiences are pre-planned, and there is no 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, each "Big Learning Experience" provides modifications for 3-year-olds as well as enrichment modifications. Additionally, the learning activities offer "Responsive Instruction: One-to-One FollowUps," which provide suggested scaffolding strategies if you observe children with particular needs.

Curricular Supports Continued

Resource: See
your Cheat sheet!

- **Individualization for Dual Language Learners (Scaffolding Strategies):** The Professional Handbook discusses the importance of individualization for children who are DLLs and provides specific teaching practices to support their development and learning. Furthermore, specific scaffolding strategies for children who are DLLs are embedded throughout the learning activities in the Teaching Guides.
- ★ • **Individualization for Children with Special Needs (Teaching Practices and Interventions):** The Professional Handbook provides a general overview of adaptations for children with disabilities or other special needs (e.g., teach to children's strengths, address children's needs with special scaffolding). It also describes how teachers can use the "One-to-One Follow-Ups" to provide responsive instruction, all of which follow a similar structure of "If you observe..., then adapt..." Finally, the Teaching Guides provide specific modifications for each "Big Learning Experience" in relation to certain disabilities.



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?



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Curriculum Materials to Support Implementation

Resource: See your Cheat sheet!

Big Day for PreK™ includes a comprehensive set of materials to support implementation. The Professional Handbook offers specific guidance for implementation of the curriculum, such as how to set up the learning environment, an overview of the Teaching Guides, how to differentiate instruction for all learners, and how to implement best practices in each of the learning domains. Each Teaching Guide includes daily lessons that clearly describe how to implement learning experiences, with lists of materials, specific teaching practices, and learning goals. The online Teacher Space provides additional helpful resources for teachers, such as a "Lesson Planner," assessment tools, and a "Family Space."

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?



Curriculum Materials to Support Implementation

Resource: See your Cheat sheet!

- **Fidelity Tool:** Big Day for PreK™ offers the In-Classroom Observation Checklist, which can be used to assess fidelity of implementation. The tool guides observation in different areas, such as classroom environment, instructional materials, family involvement, and classroom management.



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:** Many of the curriculum's resources provide guidance on and examples of how teachers engage in interactions that extend children's learning. All Teaching Guides include weekly "Teacher and Child Interactions" charts that provide examples and strategies for meaningful interactions that extend children's thinking and communication. For example, to support a teacher's quality of feedback, the chart suggests, "When children name the animals they think might live in each habitat, ask them to explain their responses ... 'Why do you think sharks live in the ocean? What do sharks need that an ocean has?' " Similarly, the BookStix provide specific prompts (e.g., what, why, and how open-ended questions) for teachers to extend children's thinking and communication during daily book reading.
- **Active Exploration:** While the Professional Handbook describes the importance of hands-on exploration for children's learning (e.g., encouraging children to express themselves creatively with a variety of materials in the learning centers), the *Teaching Guides provide limited opportunities* for preschoolers to actively engage in hands-on exploration. *All activities, including learning centers, are structured and teacher directed*, leaving children little room to engage with materials in open-ended ways and experiment with materials.

Teacher and Child Interactions charts- sample 1

Teacher and Child Interactions			
Use the following suggestions to guide and enhance interactions with children during the Big Experiences this week.			
BIG EXPERIENCE	TEACHER FOCUS	STRATEGIES	EXAMPLE
MONDAY			
1 Family Album	Language Modeling	Questions Require More Than a One-Word Response	Share Family Photos When children introduce family members, ask a question requiring more than a one-word answer. For example, instead of asking, <i>Does your little brother look like you?</i> Ask, <i>What does your little brother look like?</i>
2 Bear's Busy Family	Quality of Feedback	Hints	Share the Book When children have difficulty answering questions about the story, provide help by directing them to look for specific picture clues. For example, <i>Where is Bear's daddy? What is he doing?</i>
3 Fun With Shapes	Concept Development	Related to Students' Lives	Discover Shapes at Mealtime Talk about foods children eat at home and which ones are shaped like a circle, square, triangle, or rectangle. For example, a hamburger is shaped like a circle, a piece of pizza is shaped like a triangle, and a cracker is shaped like a square.
TUESDAY			

Theme 2: My Family, Week 1: Who's in My Family? (p.54)

sample 2

Teacher and Child Interactions			
Use the following suggestions to guide and enhance interactions with children during the Big Experiences this week.			
BIG EXPERIENCE	TEACHER FOCUS	STRATEGIES	EXAMPLE
MONDAY			
1 Where Animals Live	Regard for Student Perspectives	Incorporates Students' Ideas	Play a Habitat Game Instead of assigning animals and groups, allow children to choose the four animals and which group they would like to be in. If too many children choose a group, assign subgroups such as grizzly bears and panda bears for bears.
2 Animal Homes	Instructional Learning Formats	Interesting and Creative Materials	Share the Book Before or after reading, share photos and videos of animal homes you have found in nature magazines and on websites. Display the images on your whiteboard, computer, or tablet and discuss them with children.
3 Ten Hens	Instructional Learning Formats	Advanced Organizers	Count Objects to 10 Before showing the ten-frame, practice counting to ten with children. Begin counting aloud and when you stop, have children call out the number that comes next. Repeat with different missing numbers.
TUESDAY			
1 Where Do Animals Live?	Quality of Feedback	Queries Responses and Actions	Explore Geographical Features When children name the animals they think might live in each habitat, ask them to explain their responses. For example, <i>Why do you think sharks live in an ocean? What do sharks need that an ocean has?</i>
2 Guess the Animal	Regard for Student Perspectives	Allows Students to Lead Lessons	Get Ready to Read Since children are familiar with the book by now, ask a volunteer to introduce the book and the lesson. Let children take turns asking classmates questions about the book before you read it.

Theme 4: Awesome Animals! Week 2: Animal Homes (p.100)

#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 photograph of a woman with dark hair, wearing a brown sweater, 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 headband is looking on, and a boy with blonde hair is looking down at something in his hands. The background shows a window with blinds. The word "Questions?" is overlaid in white text in the center of the image.

Questions?