

Frog Street Pre-K “Cheat Sheet” for VA ECE Leaders

This “cheat sheet” is meant to be a quick reference for administrators when planning effective professional development opportunities for PreK teachers. It contains excerpts from the [Head Start Curriculum Consumer Report – Preschool \(reviewed in 2017\)](#) and incorporates an additional CLASS® crosswalk resource.

Description: [Frog Street Pre-K](#) offers learning experiences and materials that integrate instruction across developmental domains. The curriculum is organized around nine themes that include daily lesson plans for whole-group activities, small-group activities, and learning centers.

Curricular Materials reviewed in the Curriculum Consumer Report: 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 Learning Goals for Children: Welcome to Frog Street provides "Prekindergarten Guidelines," which are the curriculum's measurable, developmentally appropriate learning goals. All learning activities in the Teacher Guides specify learning goals, both from the "Prekindergarten Guidelines" as well as from the ELOF. Overall, the learning activities support children in making progress toward these learning goals. The curriculum provides modified activities to help younger learners or children with disabilities make progress toward the learning goals. It also provides specific learning goals and teaching practices embedded throughout the Teacher Guides to support children who are dual language learners (DLLs).

Professional Development offered by publisher: [Frog Street’s Professional Learning Course Catalog](#) describes their curriculum implementation and follow-up implementation offerings along with other curriculum-based topics and General PL offerings that are non-curriculum specific. Pricing is as follows and subject to change:

3-hour or 6-hour on-site 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.

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)

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.

Curriculum Materials to Support Implementation: Frog Street Pre-K includes a comprehensive set of materials to support implementation. The Welcome to Frog Street Pre-K introductory guide provides an overview of the curriculum materials, such as the Teacher Guides, resource guides, CDs, manipulatives, and 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).

- **Fidelity Tool:** Frog Street Pre-K offers several levels of Implementation Training and Fidelity Coaching. One tool offered is the [Administrator Classroom Observation Tool](#) (and [User Guide](#)), which can be used to 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.

Curricular Supports for Teacher-Child Interactions

- **Crosswalk:** Use this [Crosswalk of Frog Street Pre-K 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 on and examples of how teachers can engage in interactions that extend children's learning. For example, the 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). Furthermore, 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).
- **Active Exploration:** Assessment: A Portfolio 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).

Curricular Supports for Individualization:

- **Individualization Based on Interests:** 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.
- **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, Adaptations for Young Learners is designed for children who may need additional support before being introduced to the lessons in the Teacher Guides, such as younger children or children with disabilities or other special needs. This resource is arranged in the same thematic order as the core programs so the lessons may be used as scaffolds. Additionally, the set of Resource Guides (e.g., Continuum of Physical Development, Multiple Intelligences in the Early Childhood Classroom) provides guidance on how to modify learning experiences based on children's strengths and needs. Finally, the Teacher Guides offer specific suggestions for modifying learning experiences for children with disabilities or other special needs and children who are DLLs.
- **Individualization for Dual Language Learners (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
- **Individualization for Children with Special Needs (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).

Child Assessment Tools and Guidance:

Frog Street offers an [AIM Assessment Portfolio](#) to support the classroom teacher in making thoughtful and developmentally appropriate instructional decisions. Teachers can focus on understanding where children are developmentally and deliver instruction to achieve kindergarten readiness. The portfolio includes complimentary observational and criterion-referenced assessments:

- **Ongoing Observation and Documentation:** The [AIM Observational Assessment for Birth to Five](#) is designed to guide a child's progress toward kindergarten readiness using evidence-based continuous progress monitoring.
- **Standardized and Structured Assessment Instruments:** The [AIM Criterion-Referenced Assessment \(CRT\) for Pre-K](#) measures how well a child has learned specific skills and provides a benchmark for the child's developmental level.

