

A Guide to Coherence

Coherence: An integrated approach that aligns PD with the curriculum, child assessment information, and classroom observation data.

This handout is designed to be used with the Coherence Mini Module video. Consider using the following strategies and resources to enhance your PD planning related to the Coherence element.

STRATEGIES TO MAKE PD MORE COHERENT

<p style="text-align: center;">CONNECT</p>	<ul style="list-style-type: none"> ◆ Using the examples below, consider how you might connect... <ul style="list-style-type: none"> ○ <u>Curriculum with PD opportunities</u> PD that supports teachers' curriculum implementation/use of curricular materials (curriculum training). ○ <u>Child assessments with PD opportunities</u> Child assessment data (e.g., PALS) is used to identify a children's learning need(s) (e.g., literacy) and then PD focuses on instructional/interactions practices that should help lead to improved child outcomes in that area (e.g., workshops and coaching on literacy practices). ○ <u>Classroom observation with PD opportunities</u> Classroom observation data (CLASS® or curriculum fidelity) are used to identify teacher practice needs (e.g., Social-Emotional Learning) and then a PD session incorporates a focus on these needs (e.g., session on improving SEL practices/Classroom Organization interactions).
<p style="text-align: center;">INTEGRATE</p>	<ul style="list-style-type: none"> ◆ Using the examples below, consider how you might integrate across... <ul style="list-style-type: none"> ○ <u>Child assessment and curriculum:</u> An ECE program uses <i>child assessment data</i> (e.g., formative assessments tied to curriculum) to determine child domains that are low or need improvement; teachers are supported through PD to improve their <i>curriculum implementation</i>, particularly around areas of need as indicated by child assessment data. ○ <u>Classroom observation and curriculum:</u> A program <i>observes</i> teachers' curriculum implementation (or teacher-child interactions) and uses that data to plan and deliver PD that supports teachers to improve their curriculum implementation (or teacher-child interactions), particularly in areas of need as indicated by the data. ○ <u>Classroom observation and child assessments:</u> A program looks at both <i>classroom observation data</i> (e.g., curriculum implementation) and <i>child assessment data</i> (e.g., PALS) to identify common/overlapping areas of need and then plans PD to address that need (improving teachers' literacy instruction). ○ <u>Integration across all 3 areas:</u> A program <i>observes</i> teachers' curriculum implementation (or teacher-child interactions) and focuses PD on areas of <i>curriculum</i> that need support and tracks intended outcomes using <i>child formative assessments</i>.
<p style="text-align: center;">SIMPLIFY FOCUS OR CUT OUT EXTRANEIOUS AREAS</p>	<ul style="list-style-type: none"> ◆ Consider how you might focus in on curriculum, child assessments, and classroom observations when planning your PD. ◆ Consider reducing other PD content areas to help distinguish connections and integration across key areas (curriculum, child assessment, and observations).

ADDITIONAL RESOURCES

To enhance your program's Coherence:

- ◆ **Source:** Advancing Effective Interactions and Instruction (AEII)
- ◆ **Website:** "Webinars"
- ◆ **Link:** <https://aeiionline.org/advancing-effective-interactions-and-instruction-2/tools-resources/webinars/>
- ◆ **Description:** Curriculum/CLASS® crosswalks are linked in the "information sheets" provided under the Curriculum Webinars header.

