



**SPP Community Meeting – Curriculum**  
December 6, 2014, 10:00am – 12:30pm

**Key objectives**

- Identify supports for approved curriculum
- Influence curriculum waiver process

**Question answered for both Creative Curriculum and High Scope:**

- What resources and supports will providers need to make the selected curriculum? (*Time? Money? Training?*)
  - What barriers might providers experience in adopting the chosen curriculum

	<b>Group 1</b>	<b>Group 2</b>	<b>Group 3</b>	<b>Group 4</b>	<b>Group 5</b>
<b>Question – Creative Curriculum</b>	<p><u>Barriers:</u></p> <ul style="list-style-type: none"> <li>• Cultural/Linguistic confusion in implementation of learning activities.</li> <li>• Not enough options for cultural/linguistic differences in activities.</li> <li>• Too rigid in what learning opportunities are available within the curriculum.</li> <li>• Staff : child ratio of 2:20 is restrictive in making sure children are receiving quality</li> </ul>	<p><u>Barriers:</u></p> <ul style="list-style-type: none"> <li>• C.C. as “classroom structure”</li> <li>• Becoming familiar with C.C.</li> <li>• Need to see C.C. in action.</li> <li>• Physical and financial ability to adapt.</li> <li>• Physical: classroom set-up, workstation materials.</li> <li>• Teacher training could be expensive.</li> <li>• Teacher-centered approach could be an approach that some centers don’t want to</li> </ul>	<p><u>Barriers:</u></p> <ul style="list-style-type: none"> <li>• Retraining, starting over, getting familiar, choosing what to use or not.</li> <li>• Nice to be able to combine/adjust curricula.</li> <li>• Lack of flexibility to respond to student interests/curiosity – tied to planning grid/topics based on daily/weekly themes.</li> <li>• Lack of opportunity for educator individuality, growth, inspiration, reflection, etc.</li> </ul>	<p><u>Barriers:</u></p> <ul style="list-style-type: none"> <li>• May not want to hire teachers who just want to learn and follow prescribed curriculum.</li> <li>• Theme-based is limited.</li> <li>• Doesn’t allow for emergent curriculum.</li> <li>• Philosophical barrier.</li> <li>• Cultural/racial/language</li> <li>• Blending with existing program – how would a center be able to have classes using different currics? (e.g., Tools of Mind,</li> </ul>	<p><u>Barriers:</u></p> <ul style="list-style-type: none"> <li>• Need time to be prepared to learn program and create their own curriculum.</li> <li>• Observations being entered in TSG – Technology.</li> <li>• Training – hard to get teachers out to go and it is expensive if bringing in experts.</li> <li>• Teachers with no curriculum experience can be overwhelmed.</li> </ul>

**Tier 1 Notes: Curriculum**

<p>instruction.</p> <ul style="list-style-type: none"> <li>Ensuring family engagement <ul style="list-style-type: none"> <li>Is a pillar of curriculum.</li> <li>Learning activity supports are geared only to classroom, not home.</li> </ul> </li> </ul> <p><u>Resources/Supports:</u></p> <ul style="list-style-type: none"> <li>Teaching Strategies Gold supports advancement to next level of development/learning.</li> <li>Additional teachers in the classroom.</li> <li>Training for using curriculum and assessment tools.</li> <li>Including an overview/intro as part of college prep classes.</li> <li>Ongoing training/professional development.</li> </ul>	<p>adopt.</p> <ul style="list-style-type: none"> <li>Lack of time to show benefits of C.C.</li> <li>Technology (re: assessment)</li> </ul> <p><u>Supports:</u></p> <ul style="list-style-type: none"> <li>Training for teachers and admin; mentoring, coaching</li> <li>Need to see C.C. in action <ul style="list-style-type: none"> <li>Mentor sites where daylong visits are ok.</li> </ul> </li> </ul> <p><u>Question:</u></p> <ul style="list-style-type: none"> <li>How many curricula will be in final plan?</li> </ul>	<ul style="list-style-type: none"> <li>More of a “curriculum” than an approach, style, philosophy.</li> <li>Meeting families’ cultural/linguistic needs – will that be addressed through C.C.? (Experience suggests this may vary by classroom).</li> <li>Is there an element of C.C. that focuses specifically on Family Engagement? Diversity? This seems important if the Seattle Preschool Program is focused on the low-income/immigrant community.</li> <li>It takes a long time to develop the teacher skill-sets that can stand without a scripted curriculum?</li> <li>How specific are the topics/themes in C.C.? Where do the topics come from?</li> <li>Curriculum needs to start from the needs of the specific children/class, and the needs/interests of the teacher(s).</li> <li>There are dangers in a “teacher-proof” curriculum that doesn’t acknowledge the skills and wisdom of the educators.</li> </ul>	<p>Reggio)</p> <ul style="list-style-type: none"> <li>May not allow teachers to think outside the box.</li> <li>Is it flexible enough to be used it in a different framework?</li> </ul> <p><u>Resources/Supports:</u></p> <ul style="list-style-type: none"> <li>Supply curriculum materials (teacher training).</li> <li>Training and coaching in curriculum.</li> <li>Foster professional/learning communities (peer learning groups).</li> </ul> <p><u>Questions:</u></p> <ul style="list-style-type: none"> <li>What capacity does C.C. have for long term professional and career development?</li> <li>Teaching support specialist at the center who is training in implementing C.C.?</li> </ul>	<ul style="list-style-type: none"> <li>Investment – Time-training</li> <li>\$ - Expensive</li> </ul> <p><u>Supports</u></p> <ul style="list-style-type: none"> <li>Daily Routine <ul style="list-style-type: none"> <li>Structured</li> <li>Play time-child choice</li> <li>Small motor</li> <li>Art, Science, Literacy</li> <li>Environment centers</li> <li>Reading, math, manips, circle, arts, crafts, science</li> </ul> </li> </ul> <p><u>Resources</u></p> <ul style="list-style-type: none"> <li>Books – Toolkit</li> <li>Training – Staff, Parents</li> <li>TSG – easy to use</li> </ul> <p><u>Racial Equity</u></p> <ul style="list-style-type: none"> <li>Teachers can adjust their teaching by getting to know their families and adjust as needed.</li> </ul> <p><u>Value</u></p> <ul style="list-style-type: none"> <li>Child centered</li> <li>Family engagement</li> <li>Social/emotional</li> <li>Peer interaction</li> <li>Observation/Assessments</li> <li>Flexibility in Teaching</li> </ul>
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Tier 1 Notes: Curriculum

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<p><b>Question – High Scope</b></p>	<p><u>Barriers:</u></p> <ul style="list-style-type: none"> <li>▪ Time needed to gain High Scope certification is very high.</li> <li>▪ Not as well known in Seattle; professionals are not as familiar with curriculum.</li> <li>▪ Not enough critical thinking opportunities?</li> <li>▪ Out of city/state training.</li> <li>▪ How do you mesh emergent curriculum with expectations of school districts and state standards?</li> </ul> <p><u>Resources/Supports:</u></p> <ul style="list-style-type: none"> <li>• Extensive training for all staff.</li> <li>• Extra teachers in classroom</li> </ul>	<p><u>Barriers:</u></p> <ul style="list-style-type: none"> <li>• Familiarity within existing Seattle providers.</li> <li>• Fewer mentor sites for observation.</li> <li>• Takes a lot of teaching experience, heavy training.</li> <li>• Training could be more expensive.</li> <li>• Understanding costs.</li> <li>• Time it takes to build mentor site capacity.</li> <li>• Back-fill for teacher out-of-class training time.</li> </ul> <p><u>Supports:</u></p> <ul style="list-style-type: none"> <li>• Extensive teacher training.</li> <li>• Mentors, coaching, ongoing</li> </ul>	<p><u>Barriers:</u></p> <ul style="list-style-type: none"> <li>• What's the training process? Does it require travel? Certification requirements may pose a barrier (3 weeks out of the classroom).</li> <li>• How many of the educators need to be certified?</li> <li>• High teacher skills required – what would this mean for new teacher recruitment, and for teachers switching from other models?</li> <li>• With a wide variety of student backgrounds (culture, language, skills) even more relies on teacher skillset.</li> </ul>	<p><u>Barriers:</u></p> <ul style="list-style-type: none"> <li>• Few providers are familiar with High Scope.</li> <li>• Current teachers with early child credentials would have to fit into a new framework.</li> </ul> <p><u>Resources/Supports Needed</u></p> <ul style="list-style-type: none"> <li>• Resources for centers wanting to participate need: <ul style="list-style-type: none"> <li>○ Program supervisors</li> <li>○ Coaches</li> <li>○ Education Coordinators</li> </ul> </li> <li>• Training in policies, procedures, accountability.</li> <li>• Clear expectations on EA, scopes needed to get in and stay in.</li> </ul>	<p><u>Barriers:</u></p> <ul style="list-style-type: none"> <li>• Training – Having teachers out of the classroom.</li> <li>• Daily routine – Adjustment to Plan, Do, Review.</li> <li>• Time – Getting time to do daily planning, complete observations, assessments.</li> <li>• Education – Hours spent learning program does not transfer to college credit or certification.</li> </ul> <p><u>Resources/Supports:</u></p> <ul style="list-style-type: none"> <li>• Training – 1 week away, weeks to practice, come back to reflect.</li> <li>• Daily routine – Investment in</li> </ul>

**Tier 1 Notes: Curriculum**

	<p>(higher than 2:20 ratio).</p> <ul style="list-style-type: none"> <li>• Money for training, materials, travel for trainings.</li> <li>• Training within community cultures/languages.</li> <li>• Professional learning communities with kindergarten teachers in local school district.</li> </ul>	<p>teacher evaluations.</p> <ul style="list-style-type: none"> <li>• Professional teacher development.</li> <li>• Links between Seattle higher ed community and High Scope curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• Is this a solid-enough foundation for the wide range of teacher abilities?</li> <li>• When a program is less structured, it's harder to determine if it's being delivered effectively...quality control?</li> <li>• Does this program ensure that skills kids need before kindergarten is getting addressed?</li> <li>• Is there explicit training about cultural competence? Does this get addressed through coaching?</li> </ul> <p><u>Resources/Supports</u></p> <ul style="list-style-type: none"> <li>• Respect for established/ existing curriculum, how to “overlay” H.S. into that.</li> </ul>	<p><u>Questions</u></p> <ul style="list-style-type: none"> <li>• What administrative values, supports, systems, infrastructure are needed at center level to make this program a success?</li> <li>• What accountability will programs have to SPP?</li> <li>• Once a curriculum is chosen, will Seattle Preschool be stuck with it?</li> <li>• Is there a possibility to look at curriculums outside the country?</li> </ul>	<p>child growth and independence, social/emotional growth.</p> <ul style="list-style-type: none"> <li>• Time – Teachers get to spend more time to observe learning because children lead their day.</li> <li>• Education – Certification proof of understanding.</li> </ul>
<p><b>Bike rack</b></p>	<ul style="list-style-type: none"> <li>• Will teachers be on advisory committees?</li> <li>• How will families be engaged with/supported by/inspired by creative curriculum or High Scope?</li> <li>• Re: High Scope – 40 years is a long time, a lot has happened in society. Is High Scope current?</li> <li>• What does Dr. Sullivan think are the cons of High Scope?</li> <li>• What are the additional regulations and paperwork that will be required of programs that participate in Creative Curriculum vs. High Scope?</li> <li>• What are the administrative systems, values, processes necessary to make either High Scope or Creative Curriculum a success?</li> <li>• Could there be a concept of one teacher versed in Creative Curr as a specialist within an established program?</li> <li>• Will High Scope or Creative Curriculum bring children more <u>Joy, inspiration</u>, critical thinking skills and authentic childhood?</li> <li>• In Head Start, we use the Teaching Strategies Gold assess. What does High Scope assessment (outside of daily observe) look like?</li> <li>• I would've liked to have copies of these last note slides from Dr. Griffin. Is it possible?</li> <li>• What training will administrators need? What systems, infrastructures will be necessary to support educators effectively?</li> </ul>				

## Tier 1 Notes: Curriculum

- How can we avoid a racial equity gap when a majority of children are required to have just one type of curriculum?
- A clear understanding of the VALUES underlying any curriculum is crucial to its successful implementation, regardless of the curriculum. How will that values work be integrated into administrative and teacher training and support?
- How are (can) children (be) at the center of their own learning in Creative Curriculum?
- What capacity does Creative Curriculum have for teacher professional development and growth over the course of a career?
- Is the 3-year wait on the curric. waiver a final decision? Or still debatable? I have a thought about that. – Stephen Gillett