

## Tier 2 Notes: Curriculum



### 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 work? (*Time? Money? Training?*)
  - What barriers might providers experience in adopting the chosen curriculum

#### CREATIVE CURRICULUM

##### 1. Theme: Barriers/Limitations of curriculum.

- Subtheme: It is unfamiliar.
  - Becoming familiar with C.C.
  - Need to see C.C. in action.
  - Need to see C.C. in action (repeat from different group)
  - How specific are the topics/themes in C.C.? Where do the topics come from?
- Subtheme: Too restrictive; lacks flexibility and adaptability.
  - Too rigid in what learning opportunities are available within the curriculum.
  - Theme-based is limited.
  - Doesn't allow for emergent curriculum.

##### 2. Theme: Barriers/Limitations for teachers.

- Subtheme: Prescribed curriculum limits choices in curriculum delivery
  - Retraining, starting over, getting familiar, choosing what to use or not.
  - Lack of flexibility to respond to student interests/curiosity – tied to planning grid/topics based on daily/weekly themes.
  - Staff : child ratio of 2:20 is restrictive in making sure children are receiving quality instruction.
  - There are dangers in a “teacher-proof” curriculum that doesn't acknowledge the skills and wisdom of the educators.
- Subtheme: Steep learning curve
  - Need time to be prepared to learn program and create their own curriculum.
  - Teachers with no curriculum experience can be overwhelmed.
  - It takes a long time to develop the teacher skill-sets that can stand without a scripted curriculum?

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### 3. Theme: Barriers/Limitations for students.

- Subtheme: Cultural and linguistic options in learning activities are limited
  - Cultural/Linguistic confusion in implementation of learning activities.
  - Not enough options for cultural/linguistic differences in activities.
  - Cultural/racial/language
- Subtheme: Concerns about culturally appropriate ways to engage students' families
  - Meeting families' cultural/linguistic needs – will that be addressed through C.C.? (Experience suggests this may vary by classroom).
  - 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.
  - Ensuring family engagement
    - Is a pillar of curriculum.
    - Learning activity supports are geared only to classroom, not home.

### 4. Theme: Barriers/Limitations for centers and programs

- Subtheme: Concerns that philosophical differences will be limiting to hiring and curriculum implementation
  - Teacher-centered approach could be an approach that some centers don't want to adopt.
  - Philosophical barrier.
  - May not want to hire teachers who just want to learn and follow prescribed curriculum.
  - More of a "curriculum" than an approach, style, philosophy.
- Subtheme: Concerns about adapting physical space and acquiring resources to support the curriculum structure
  - C.C. as "classroom structure"
  - Physical: classroom set-up, workstation materials.
  - Physical and financial ability to adapt.
- Subtheme: Financial and time restrictions to hire and train teachers
  - Training – hard to get teachers out to go and it is expensive if bringing in experts.
  - Investment – Time-training
  - \$ - Expensive
  - Teacher training could be expensive.
  - Physical and financial ability to adapt. (repeat)
- Subtheme: Concerns about flexibility to customize curriculum to draw from teacher skills and the needs of the students
  - Curriculum needs to start from the needs of the specific children/class, and the needs/interests of the teacher(s).
  - May not allow teachers to think outside the box.
  - Lack of opportunity for educator individuality, growth, inspiration, reflection, etc.
- Subtheme: Concerns about the ability to blend and integrate with existing curriculums

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- Blending with existing program – how would a center be able to have classes using different currics? (e.g., Tools of Mind, Reggio)
  - Nice to be able to combine/adjust curricula.
  - Is it flexible enough to be used it in a different framework?
5. Theme: Barriers/Limitations - Other
- Lack of time to show benefits of C.C.
  - Technology (re: assessment)
  - Observations being entered in TSG – Technology.

## Resources and supports providers will need to make Creative Curriculum work – Themes

1. Theme: Resources/Supports needed for teachers
- Subtheme: Training on curriculum and cultural and linguistic adaptations
    - Training for using curriculum and assessment tools.
    - Supply curriculum materials (teacher training).
    - Teachers can adjust their teaching by getting to know their families and adjust as needed. (Racial Equity)
    - How to support/train teachers who may not be from the culture/language of the children in the class.
      - Time
      - Money
      - Training
  - Subtheme: Ongoing professional development, including fostering learning communities
    - Ongoing training/professional development.
    - Training for teachers and admin; mentoring, coaching
    - Mentor sites where daylong visits are ok.
    - Training and coaching in curriculum.
    - Foster professional/learning communities (peer learning groups).
    - What capacity does C.C. have for long term professional and career development?
    - Including an overview/intro as part of college prep classes.
2. Theme: Resources/Supports needed for centers and programs
- Subtheme: Financial supports for training, staffing and implementation
    - How much does ongoing training cost?
    - What's the cost to each program/center of buying/adopting C.C.?
    - Additional teachers in the classroom.
    - Teaching support specialist at the center who is training in implementing C.C.?
    - Books – Toolkit
  - Subtheme: Supports to train staff and families
    - Training – Staff, Parents
      - Daily Routine
      - Structured
      - Play time-child choice

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- Small motor
  - Art, Science, Literacy
  - Environment centers
  - Reading, math, manip, circle, arts, crafts, science
  - Subtheme: Use of Teaching Strategies Gold
    - Teaching Strategies Gold supports advancement to next level of development/learning.
    - TSG – easy to use
3. Theme: Components providers value in the curriculum
- Value
- Child centered
  - Family engagement
  - Social/emotional
  - Peer interaction
  - Observation/Assessments
  - Flexibility in Teaching
  - 38 Objectives/1e domains
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## HIGH SCOPE

### Barriers providers might experience adopting High Scope – Themes

1. Theme: Barriers/Limitations of curriculum.
  - Subtheme: It is unfamiliar.
    - Not as well known in Seattle; professionals are not as familiar with curriculum.
    - Familiarity within existing Seattle providers.
    - Few providers are familiar with High Scope.
    - Fewer mentor sites for observation.
    - Is there explicit training about cultural competence? Does this get addressed through coaching?
  - Subtheme: Less structured approach could impact effectiveness of curriculum delivery
    - When a program is less structured, it's harder to determine if it's being delivered effectively...quality control?
    - Not enough critical thinking opportunities?
2. Theme: Barriers/Limitations for teachers.
  - Subtheme: Time to certification is long and may demand time out of the classroom
    - Time needed to gain High Scope certification is very high.
    - Takes a lot of teaching experience, heavy training.
    - What's the training process? Does it require travel? Certification? Certification requirements may pose a barrier (3 weeks out of the classroom).

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- Training – Having teachers out of the classroom.
  - Out of city/state training.
  - Subtheme: Adapting to more time-intensive curriculum approach
    - Time – Getting time to do daily planning, complete observations, assessments.
    - Daily routine – Adjustment to Plan, Do, Review.
3. Theme: Barriers/Limitations for centers and programs.
- Subtheme: Understanding costs to implement curriculum
    - Training could be more expensive.
    - Understanding costs.
  - Subtheme: Building capacity at site including training and recruitment
    - Time it takes to build mentor site capacity.
    - High teacher skills required – what would this mean for new teacher recruitment, and for teachers switching from other models?
    - Back-fill for teacher out-of-class training time.
    - How many of the educators need to be certified?
  - Subtheme: Concerns around integrating existing systems, credentials and standards into a new framework
    - Is this a solid-enough foundation for the wide range of teacher abilities?
    - Current teachers with early child credentials would have to fit into a new framework.
    - With a wide variety of student backgrounds (culture, language, skills) even more relies on teacher skillset.
    - How do you mesh emergent curriculum with expectations of school districts and state standards?
    - Education – Hours spent learning program does not transfer to college credit or certification.
4. Theme: Barriers/Limitations for students
- Subtheme: Ensuring preparation for kindergarten
    - Does this program ensure that skills kids need before kindergarten is getting addressed?

## Resources and supports providers will need to make High Scope work – Themes

1. Theme: Resources/Supports needed for teachers
- Subtheme: Training and professional development
    - Extensive teacher training.
    - Mentors, coaching, ongoing teacher evaluations.
    - Professional teacher development.
    - Training – 1 week away, weeks to practice, come back to reflect.
    - Education – Certification proof of understanding.
  - Subtheme: Access to learning communities
    - Professional learning communities with kindergarten teachers in local school district.
    - Links between Seattle higher ed community and High Scope curriculum.

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- Training within community cultures/languages.
2. Theme: Resources/Supports needed for children
- Subtheme: A daily routine that allows them to lead and be observed
    - Daily routine – Investment in child growth and independence, social/emotional growth.
    - Time – Teachers get to spend more time to observe learning because children lead their day.
3. Theme: Resources/Supports needed for centers and programs
- Subtheme: Training for staff
    - Money for training, materials, travel for trainings.
    - Extensive training for all staff.
    - Resources for centers wanting to participate need:
      - Program supervisors
      - Coaches
      - Education Coordinators
  - Subtheme: Implementing policies, procedures and practices for accountability
    - Training in policies, procedures, accountability.
    - What administrative values, supports, systems, infrastructure are needed at center level to make this program a success?
4. Theme: Resources/Supports Other
- Extra teachers in classroom (higher than 2:20 ratio).
  - Clear expectations on EA, scopes needed to get in and stay in.
  - Respect for established/ existing curriculum, how to “overlay” H.S. into that.
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### Questions/Other

- How many curricula will be in final plan?
- What accountability will programs have to SPP?
- Once a curriculum is chosen, will Seattle Preschool be stuck with it?
- Is there a possibility to look at curricula outside the country?