April Spark Webinar

Supporting Early Educators on Standard LD2 - Curriculum using Essential Fellowship leadership practices

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Welcome!

Agenda

- Norms
- Celebrations
  - Foundations module translated into Spanish! Many thanks to Rachel Elliott and team at OCDC!
- Supporting Early Educators on Standard LD2 (Curriculum) using Essential Fellowship leadership practices
  - Planning
  - Trying Out a Protocol
  - Adapting a Protocol
  - Resources
- What's Next?
- Help Desk

Reflection

- Which Essential Leadership strategies or practices have you tried recently to support Early Educators on their Spark journey?

- Which strategies or practices are you considering trying this month?

Knowledge Development

Declarative	• **"Knowing that or what"** is to have factual knowledge about something.
Procedural	• **"Knowing how"** is to do something step by step. The understanding is still more perfunctory and focuses on following a procedure.
Schematic	• **"Knowing why"** is to have a mental model that builds on and connects declarative and procedural knowledge to the "why." That means a learner can reason about, predict, and explain.
Strategic	• **"Knowing when and where"** to apply knowledge and how to check if the application or innovation is working reasonably.

Spark Learning and Development Standard 2

Standard LD2 The program uses a curriculum that supports all children's learning and development.

★★★

The program uses a curriculum that supports all children's learning and development that:

- is based on theory and research
- produces positive child outcomes
- specifies outcomes for key areas of development
- specifies instructional details for care and education provider/teacher to follow
- specifies adult-child interaction details for care and education provider/teacher to follow
- balances adult-directed and child-initiated activities

Evidence: (Choose A or B)

☐ **A.** Complete the Curriculum Description Worksheet in the Appendix and insert after this page.

or

☐ **B.** Answer the following two questions about the curriculum.

1. The curriculum used by the program is: (choose one)
   - ☐ A published curriculum Name: _____
   - ☐ Developed by using aspects of different curriculums
   - ☐ Created by the program
   - ☐ Other Describe: _____

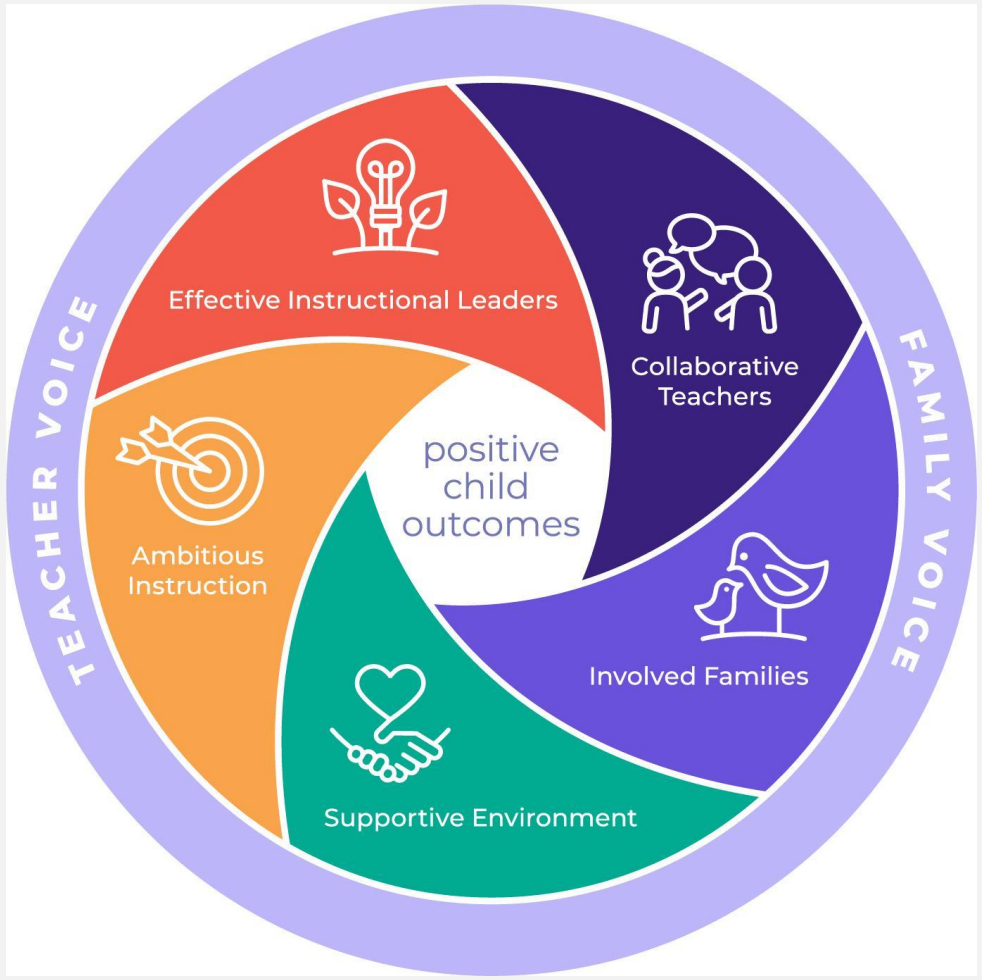
2. The curriculum supports the learning and development of children in these age groups:

	Group not served	Fully	Partially	Somewhat
Infant-Toddler 6 weeks – 30 months	☐	☐	☐	☐
Preschool 30 months – Kindergarten	☐	☐	☐	☐
School-Age 1st grade – 12 years	☐	☐	☐	☐

Discussion:

Why dive deep on LD2 if Early Educators can simply check B1 and B2 boxes?

The Start Early Essentials



Which of the Start Early Essentials connect to curriculum?

Emotional	Organizational	Instructional
Building trust	Planning ahead	Knowing your Early Educators' strengths
Promoting participation	Reviewing purpose of meeting	Drawing out expertise
Ensuring equity	Sharing a clear agenda	Using an inquiry approach
Encouraging taking risks	Using the appropriate format	Building on existing knowledge
Respect	Using norms, protocols, and icebreakers	Being transparent
Empowering	Allowing time for reflection	Making connections
Encouraging		Learning together

Relevant Essential Fellowship Leadership Standards and Competencies

Spark

Standard 2. Improving Teaching and Learning

An educational leader provides consistent and coherent instructional guidance and builds a strong professional learning community that collaborates to continuously improve teaching, family engagement and learning for all young children.

Standard 3. Ambitious Instruction

An educational leader develops, articulates and ensures an ambitious and developmentally appropriate instructional program and supportive interactions among staff, children and families to promote the success and well-being of all children.

Discussion: Where to Begin?

What are some of the questions that come up for you in planning your support of Early Educators around curriculum?

- What is the early educator's understanding of what curriculum is?
- What is the early educator's comfort level with talking about curriculum?
- Does the educator have a curriculum?
- Does the educator know how to choose a curriculum?
- Which curriculums are available in the educator's language?
- Does the educator know how/where to purchase a curriculum?
- Does the educator have a budgeting plan for purchasing a curriculum?
- Does the educator know how to identify components within a curriculum?
- Has the educator completed a Quality Improvement Plan for this standard?
- Would the educator like to engage with any aspects of the Curriculum Description Worksheet?

QIP (Quality Improvement Plan)

Quality Goal: Standard LD2

The program uses a curriculum that supports all children's learning and development.

☐ Increasing quality in this area is the goal of my program.

OR

☐ My current level of quality is satisfactory. I am ready to document this standard.

My goal is to have my program perform at a: ☐ ★★★ ☐ ★★★★ ☐ ★★★★★ Level

To meet this goal, I need to make improvements in the following areas. (Only check the items you want to improve.)

The program uses a curriculum that supports all children's learning and development that:	N/A	N/A
☐ is based on theory and research		
☐ produces positive child outcomes		

My Action Plan: Standard LD2

The program uses a curriculum that supports all children's learning and development.

My Goal:

What I want to change:

Why I want to change this:

My Plan:

Steps I will take:

When I will complete each step:

Resources:

☐ I will use support funds for:

☐ I will use help from my QI Specialist. They could help by:

☐ I will use other resources, such as:

Oregon's QRIS Quality Improvement Plan: Family-Based Programs

Planning

729 Peer Learning Community Planning Guidance

733 Reflection, Documentation and Planning

730 School Reform Initiative – Pre-Conference Guide

1019 Facilitation Tips for Learning

731 Icebreakers and Opening Protocols

732 Pocket Guide to Probing Questions

Planning:

Peer Learning Community Planning Guidance (729)

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RESOURCE

PEER LEARNING COMMUNITY
Planning Guidance

Use your reflections from prior sessions to plan the next peer learning community and incorporate suggestions from group members as to what they want to learn and how they want to learn it.

Professional Learning and Improvement Goals

With the goals that were set by the group and with data about teaching and learning in mind, think about the following:

- What progress has the group made toward the established learning goals?
- What are they struggling to understand or apply to their practice?
- Do they need further knowledge development?
- Do they need practice applying what they know to their own students and teaching?
- Do they need to explore their beliefs and values about certain practices?
- What will be the specific learning objectives or focus of the next session?

Planning:

Peer Learning Community Planning Guidance (729)

Agenda

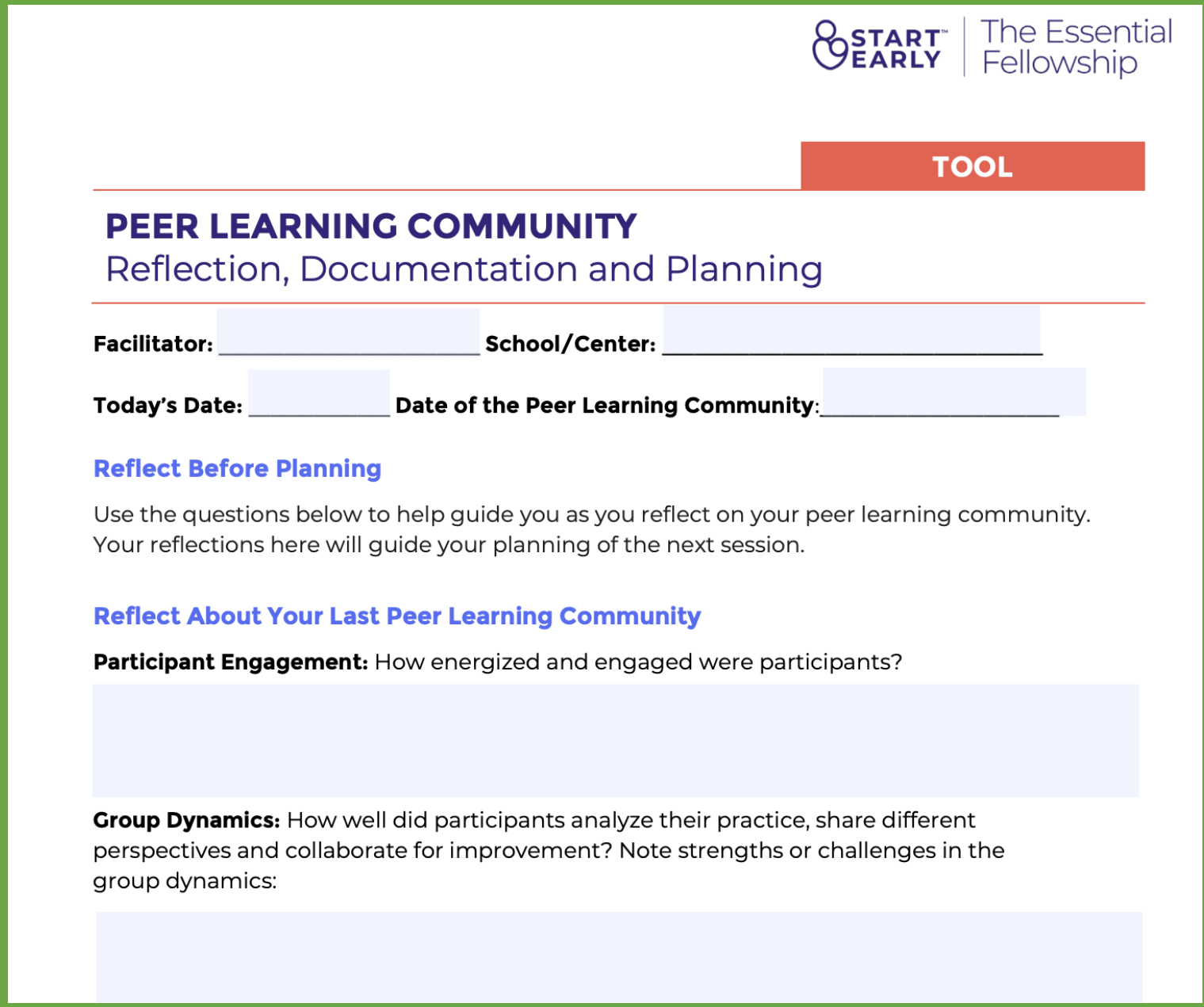
When establishing an agenda, consider:

- Which format and protocols are best suited to the current learning objective?
- What are the levels of trust and readiness to share?
- What are the levels of collaboration?
- What activities or experience have worked to ensure high levels of engagement, reflection, collaboration and analysis?
- Will an educator be presenting student work or their own work?
- If so, what is the desired type of feedback?

Planning:

Reflection, Documentation and Planning Tool

(733)



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TOOL

PEER LEARNING COMMUNITY
Reflection, Documentation and Planning

Facilitator: _____ **School/Center:** _____

Today's Date: _____ **Date of the Peer Learning Community:**_____

Reflect Before Planning

Use the questions below to help guide you as you reflect on your peer learning community. Your reflections here will guide your planning of the next session.

Reflect About Your Last Peer Learning Community

Participant Engagement: How energized and engaged were participants?

Group Dynamics: How well did participants analyze their practice, share different perspectives and collaborate for improvement? Note strengths or challenges in the group dynamics:

Spark Newsletter Resource: March 2022

What is “curriculum” and why does it matter?

By Rebecca Brown

Many early educators have a complicated relationship with the word “curriculum.” For some, the idea of using a curriculum is intimidating, for others, it can feel like a constricting box. Other early educators are relieved to be able to rely on a quality curriculum. Wherever you might fall on that continuum, let’s expand our idea of what curriculum is, why it is of value, and how it can support meaningful work with children.

What does curriculum really mean?

Let’s start by demystifying the concept of curriculum. Authors Diane Trister Dodge and Laura J. Colker, the creators of The Creative Curriculum for Family Child Care describe it very simply as “a plan for your program.” They go on to say “It is a framework for what actually happens in a planned environment when children interact with materials, with other children, and with adults. An appropriate curriculum will make your job easier and more rewarding.”

The Four Essential Fellowship Formats

- Data Analysis and Use
- Study Group
- Exploring Student Learning Samples
- Critical Friends

Putting the Protocol in Motion:



Text Rendering Experience

- **Purpose:** To collaboratively construct meaning, clarify, and expand our thinking about a text or document
- **Roles:** A facilitator to guide the process, a scribe to track the phrases and words that are shared
- **Introduction:** Take a few moments to review the document and mark the sentence, the phrase, and the word(s) that you think are particularly important for our work. It can be helpful to number the paragraphs

1. **First Round:** Each person shares a sentence from the document that they think/feel is particularly significant.
2. **Second Round:** Each person shares a phrase that they think/feel is particularly significant. The scribe records each phrase.
3. **Third Round:** Each person shares the word that they think/feel is particularly significant. The scribe records each word.
4. **Discuss:** The group discusses what they heard and what it says about the document.
    - What new insights have you gained about the text by looking at it in this way?
    - What do you think this text is essentially about?
5. **Debrief:** The group debriefs the text rendering process.

From the Spark Portfolio Appendix:

Curriculum Description Worksheet

More About the Standard

Programs may approach the use of curriculum in a variety of ways while meeting this standard. Programs may use a published curriculum, different aspects of a variety of published curriculums and materials, or a curriculum created by the program. Curriculums must align with the ages of children being served. Curriculum categories used in this standard are: infant–toddler (infant through 30 months), preschool (30 months through kindergarten), school-age (first grade through age 12), and mixed age groups.

From the Spark Portfolio Appendix:

Curriculum Description Worksheet

for Preschool Curriculum

(30 Months–Kindergarten)

1. Indicate which of the following most accurately describes the curriculum used in your program:

☐ Primarily use a commercially available published curriculum

Curriculum title and publisher: _____

☐ Use parts of several published curriculums and/or other resource materials

Curriculum/materials titles and publishers: _____

_____

_____

_____

☐ Use a curriculum created by the program

From the Spark Portfolio Appendix:

2. Describe the theory and research (i.e., name of theory and author/theorist) from which the curriculum is based, including evidence of why the curriculum is likely to produce positive child outcomes. This could include a direct quote from the curriculum or a reference from another body of work that illustrates both 1) the theory and research driving the program's curriculum and 2) the impact it has had on children.

From the Spark Portfolio Appendix:

3. Indicate which of the following key areas of development are addressed in the curriculum and have associated outcomes for children's learning.

- ☐ Physical Development & Health
- ☐ Social and Emotional Development
- ☐ Approaches to Learning
- ☐ Language Development
- ☐ Literacy Knowledge and Skills
- ☐ Mathematics Knowledge and Skills
- ☐ Science Knowledge and Skills
- ☐ Creative Arts Expression
- ☐ Logic and Reasoning
- ☐ Social Studies Knowledge and Skills
- ☐ English Language Development (for children that speak a language other than English at home)

The Four Essential Fellowship Formats

- Data Analysis and Use
- Study Group
- Exploring Student Learning Samples
- Critical Friends

Putting An Adapted Protocol in Motion:

SRI SCHOOL REFORM INITIATIVE
A COMMUNITY OF LEARNERS

Constructivist Protocol for Adult Work

Developed by Daniel Baron.

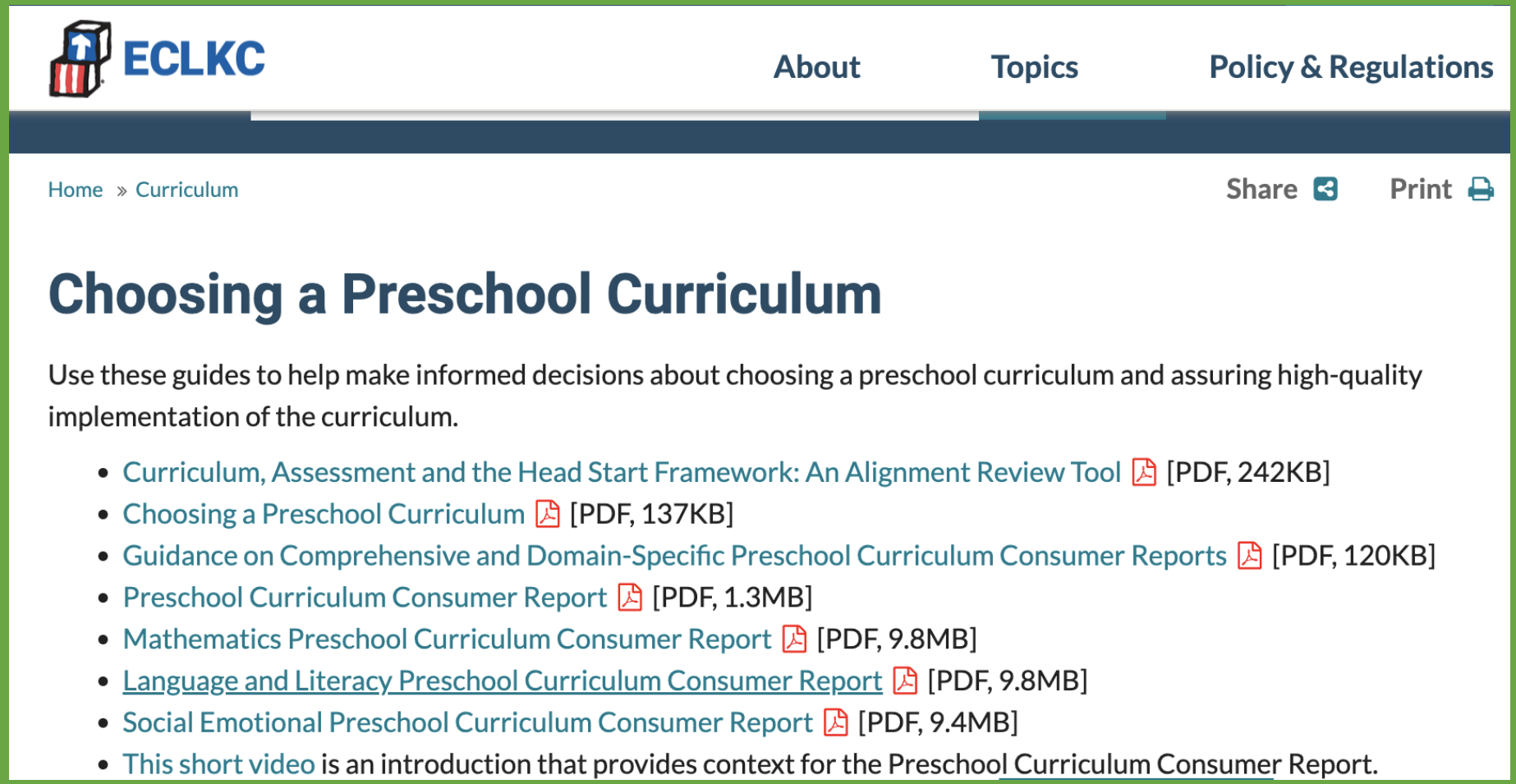
Curriculum Exploration

Adapted from Constructivist Protocol for Adult Work

Purpose: To explore curriculum.
Description: Participants explore examples of curriculum that they are enthusiastic or curious about.
Preparation: Set up the room in groups of 4.
Roles: Facilitator, timekeeper
Process:

1. The first presenter tells the story of their curriculum artifact, including why they are enthusiastic or curious about it. The group takes notes. (3 minutes)
2. Group asks clarifying questions.
3. Group reflects on the useful attributes of the artifact.
4. The presenter reflects on the group's discussion of the useful attributes of the artifact. (1 minute)
5. Repeat protocol for each member of the group. Remember to keep the conversation focused on useful attributes.
6. Celebrate presenters' willingness to share.

Additional Resources About Curriculum: Choosing a Preschool Curriculum



ECLKC

About Topics Policy & Regulations

Home » Curriculum

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Choosing a Preschool Curriculum

Use these guides to help make informed decisions about choosing a preschool curriculum and assuring high-quality implementation of the curriculum.

- Curriculum, Assessment and the Head Start Framework: An Alignment Review Tool [PDF, 242KB]
- Choosing a Preschool Curriculum [PDF, 137KB]
- Guidance on Comprehensive and Domain-Specific Preschool Curriculum Consumer Reports [PDF, 120KB]
- Preschool Curriculum Consumer Report [PDF, 1.3MB]
- Mathematics Preschool Curriculum Consumer Report [PDF, 9.8MB]
- Language and Literacy Preschool Curriculum Consumer Report [PDF, 9.8MB]
- Social Emotional Preschool Curriculum Consumer Report [PDF, 9.4MB]
- This short video is an introduction that provides context for the Preschool Curriculum Consumer Report.

Additional Resources About Curriculum: Preschool Promise Playbook

CURRICULUM

What does the Preschool Promise Program require of the provider?

Programs must also implement a curriculum that meets the following requirements. The Grantee must be implementing the chosen curriculum to fidelity, as defined by the developer of the curriculum. Grantees are expected to select and implement a curriculum that is:

- aligned with Oregon's Early Learning and Kindergarten Guidelines,
- based on the science of child development and how young children learn,
- culturally and linguistic responsive,
- balanced with adult-directed and child-initiated activities,
- specifies outcomes for key areas of development,
- allows for adaptability to build on children's' interests,
- explores topics that are relevant to the school community,
- designed to provide specialized and individualized instruction for child with a disability, and
- support positive adult-child interactions.

Regardless of the curriculum or approach to teaching used, Grantees are required to:

- Post activity plans that include evidence of individualization, and
- Make a written curriculum statement available for staff and parents.

Grantees may not advance any religion or religious beliefs during the instructional hours designated as Preschool Promise Program. Any religious symbols located in or around the classroom do not need to be removed; however, they may not be incorporated or used in the curriculum or teaching program.

Examples of Preschool Curricula:

- The Creative Curriculum for Preschool (5th ed.)
- High Scope Preschool Curriculum
- Developmental Learning Materials
- Opening the World of Learning (OWL)
- The Scholastic Curriculum for Family Child Care (2nd ed.)
- The Creative Curriculum for Family Child Care (2nd ed.)

Examples of Preschool Curricula previously used by existing Spark rated providers:

- The Creative Curriculum for Preschool (5th ed.)
- High Scope Preschool Curriculum
- Developmental Learning Materials
- Opening the World of Learning (OWL)

Examples of Preschool Curricula for Family Child Care Programs:

- The Scholastic Curriculum for Family Child Care (2nd ed.)
- The Creative Curriculum for Family Child Care (2nd ed.)

The program supports effective curriculum implementation by:

- Ensuring teaching staff have training in the curriculum
- Monitoring curriculum implementation for fidelity or consistency of implementation within the curriculum model
- Providing teaching staff guidance, feedback and support
- Providing opportunities for teaching staff to collaborate within and across classrooms/ programs to reflect and plan for curriculum and instruction

Oregon QRIS Resources

Curriculum

- Anti-Bias Education
- Creative Projects
- Curricula Links
- Developmentally Appropriate Practice
- Fire & Safety
- Learning Activities
- Lesson Plan Templates
- Nature-Based Learning
- Nutrition
- Oral Health
- Project-Based Learning
- Theme-Based Lesson Plans

Developing Young Minds

Carefully planned, developmentally appropriate curricula that spell out what children will learn over the year is fundamental to early care and education. Typically, early learning guidelines identify outcomes in language, literacy, mathematics, and other academic and developmental domains for young children.

CURRICULA LINKS

There are many types of curricula and approaches to learning. Before selecting any curriculum, please be sure to check the early learning standards and requirements in your state. Following are links to curriculum to explore further:

- Bank Street
- Creative Curriculum
- Connect4Learning
- Focused Portfolio
- HighScope
- Mind in the Making
- Montessori
- MSU Approach
- Nurtured Heart
- Reggio Emilia

Curriculum Consumer Report

Curriculum Consumer Report

Reviews and Ratings of Comprehensive Curricula

About This Report

Find Curriculum by Name

Head Start and Early Head Start programs must implement curricula that meet requirements outlined in the Head Start Program Performance Standards (HSPPS). This online Curriculum Consumer Report provides review summaries and ratings of comprehensive infant and toddler, preschool, and home-based curricula.

Use these reviews and ratings to learn how curricula meet effective, high-quality standards.

Select a type of curricula.









Curriculum Brand Websites and Videos



	THEME 1	THEME 2	THEME 3	THEME 4
	ME AND YOU TU Y YO	**OUR COMMUNITY** NUESTRA COMUNIDAD	**LET'S INVESTIGATE** VAMOS A INVESTIGATOR	**DISCOVER ANIMALS** DESCUBRE LOS ANIMALES
Week 1	All About me > / Todo sobre me >	Our School > / Nuestra escuela >	Five Senses > / Los cinco sentidos >	Animal Families > / Familias de animales >
Week 2	Feelings > / Los sentimientos >	Where We Live > / El lugar donde vivimos >	Weather > / El tiempo >	Caring for Pets > / El cuidado de las mascotas >
Week 3	Family > / Familia >	Helpers > / Gente que ayuda >	Measure It! > / ¡Mídelo! >	Animal Homes > / Las casas de los animales >

Additional Resources About Curriculum: Early Learning Outcomes Framework

III. WHO IS THE HSELOF FOR AND HOW IS IT USED?

Everyone who cares for children has a role in using the HSELOF, and everyone in the program has a role in implementing and learning how to use it. Here are some of the recommended ways to use the HSELOF in your program with key staff and families. Include directors, managers, teachers, transportation staff, health and nutrition specialists, mental health consultants, disability coordinators, and human relations personnel in this important work.

Directors and managers use the HSELOF to:

- Guide everyday practice in selecting and using curriculum along with teaching and assessment practices that promote the goals for children's development and learning



ADMINISTRATION FOR CHILDREN & FAMILIES



Getting Started with the Head Start Early Learning Outcomes Framework

	CENTRAL DOMAINS				
	APPROACHES TO LEARNING	SOCIAL AND EMOTIONAL DEVELOPMENT	LANGUAGE AND LITERACY	COGNITION	PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT
▲ INFANT/ TODDLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication	Cognition	Perceptual, Motor, and Physical Development
● PRESCHOOLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication	Mathematics Development	Perceptual, Motor, and Physical Development
			Literacy	Scientific Reasoning	

Early Learning Outcomes Framework Toolkit





Using the ELOF to Inform Curriculum Planning and Implementation

Align your curriculum and teaching practices with the ELOF.

Additional Resources About Curriculum: NAEYC

Professional Standards and Competencies for Early Childhood Educators

curriculum. The knowledge, skills, abilities, and understanding children are to acquire and the plans for the learning experiences through which their acquisition occurs. In developmentally appropriate practice, the curriculum helps young children achieve goals that are developmentally and educationally significant.

STANDARD 5: Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum

- (Early Educators) apply this knowledge using early learning standards and other resources to make decisions about spontaneous and planned learning experiences and about curriculum development, implementation, and evaluation to ensure that learning will be stimulating, challenging, and meaningful to each child.
- In developing curricula, educators use their solid knowledge in each curriculum area while also helping individual children construct knowledge in personally and culturally meaningful ways.

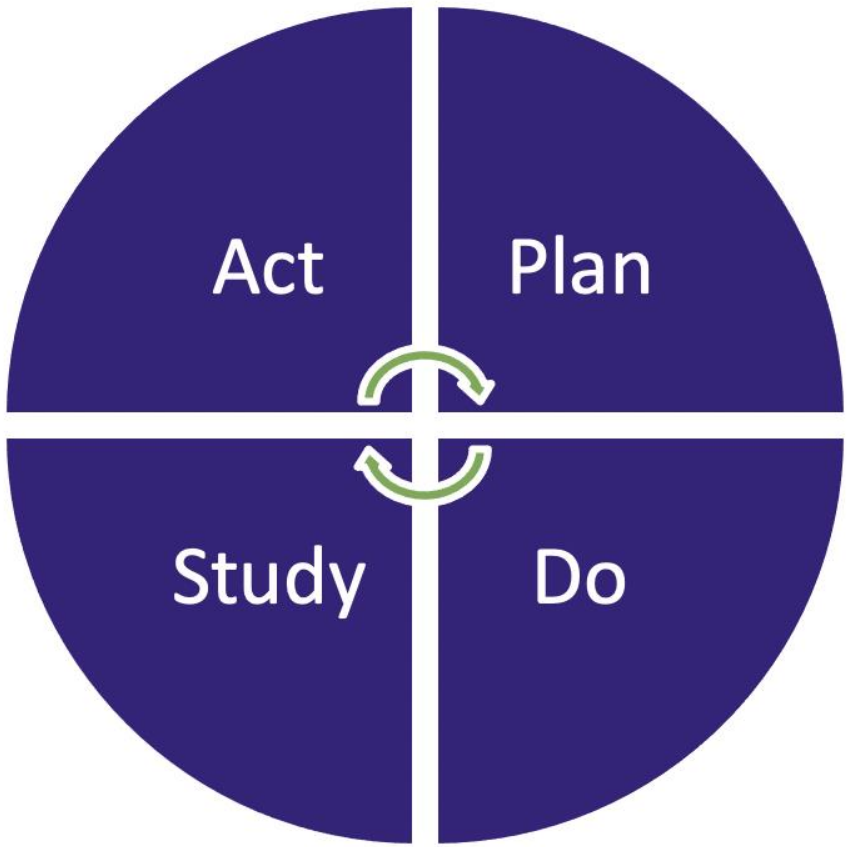
Additional Resources About Curriculum:

NAEYC:

	ECE I	ECE II	ECE III
5c: Modify teaching practices by applying, expanding, integrating and updating their content knowledge in the disciplines, their knowledge of curriculum content resources, and their pedagogical content knowledge.	Identify early learning standards relevant to the state and/ or early learning setting	Identify early learning standards relevant to the state and/ or early learning setting	Identify early learning standards relevant to the state and/ or early learning setting
	Support implementation of curriculum across content areas for birth- age 8 settings	Combine understanding of content knowledge, pedagogical content knowledge and early learning standards to select or create an integrated curriculum across content areas for birth-five settings Support the implementation of curriculum across content areas for K-3 settings	Analyze the content in an integrated curriculum across content areas for birth-age 8 settings
	Support implementation of curriculum that counters biases and stereotypes, fosters young children's interest in the content areas, and facilitates individual and group learning in birth-age 8 settings	Select or create curriculum that counters biases and stereotypes, fosters young children's interest in the content areas, and facilitates individual and group learning in birth-five settings Support implementation of curriculum that counters biases	Select or create curriculum that counters biases and stereotypes, fosters young children's interest in the content areas, and facilitates individual and group learning for birth-age 8 settings

Plan-Do-Study-Act Improvement Cycle

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- Improvement= ★ Celebrate!
- New improvement=Plan-Do-Study-Act or, Peer Learning Community
- No improvement=Root cause analysis

Next Steps

- What tiny step can take before the next Spark webinar to try out any of this when supporting Early Educators with Spark?
- Where to find Spark/Essential Fellowship aligned materials:
  - Spark website – QIS portal – Early Educator materials – Spark & Essential Fellowship
- May Spark Webinar: Team Lesson Planning
- Evaluation
- Thank you!

Help Desk