Module 3C: Session Handouts

We Have a Curriculum, Now What Do We Do?
Successfully Implementing and Early Childhood Curriculum

Contents

Pre- and Post-Assessment

Module 3C: *Successfully Implementing an Early Childhood Curriculum*   **Date:** _____

Trainer's Name: _____   **Participant's Name:** _____

Job Title: Teacher   Assistant Teacher   Director   Other: _____
(circle one)

Ages you work with: infants   toddler: ones   toddler: twos   preschool   pre-k
(circle all that apply)   6 weeks to 12 months   13 to 23 months   24 to 35 months   3 to 4 years   4 to 5 years

Instructions: Think about the following statements in relation to what you understand BEFORE and AFTER the training. Please check the box that best describes how you would rate your level of knowledge and skills based on the training topic: 1 (lowest) to 5 (highest).

STATEMENTS	BEFORE THE TRAINING						AFTER THE TRAINING					
	1	2	3	4	5	N/A	1	2	3	4	5	N/A
Recognize the elements needed for successful curriculum implementation												
Identify their role as an early childhood professional (director, teacher, staff, etc.) in the implementation of high-quality early childhood curriculum												
Develop individual role-specific strategies to successfully implement high-quality early childhood curriculum in their current role												
Plan steps they can take immediately, within a month, within three months, and within six months to improve the implementation of a high-quality early childhood curricula within their classroom or center												

Curriculum Bingo

OWL	Creative Curriculum for Preschoolers	Blueprint	Frog Street Threes	Center Created Curriculum or Lesson Planning
The Investigator Club	Big Day for PreK	Frog Street Infants and Toddlers AND Frog Street Threes	Eureka Math	Connect4Learning
Frog Street for Infants and Toddlers	KinderCare – Early Foundations, Infant-Toddler	**FREE SPACE**	Teachers write lesson plans, but we don't have a curriculum	Creative Curriculum for Infants, Toddlers, and Twos
Little Investigators	We don't use a Tier I Curriculum	Creative Curriculum for Infants, Toddlers, and Twos AND Creative Curriculum for Preschoolers	DIG	Frog Street Infants and Toddler, Threes, and PreK
Learn Everyday – The Program for Infants, Toddlers, and Twos	Frog Street PreK	We bought a Tier I Curriculum in the last 3 months	We Can	The Investigator Club AND Little Investigators

Example Mobile Infant Schedule

Time	Activities
6:30	Center opens - Greetings, handwashing, daily parent and child engagement
7:00	as families arrive, and developmentally appropriate experiences (play in activity areas, tummy time, one-on-one engagement, reading and singing, etc.)
8:00	Diaper checks and changes, handwashing in preparation for breakfast
	Breakfast at 8:30
9:00	Handwashing upon completion of breakfast and diaper checks and changes
	Outdoor play at 9:30
10:00	Handwashing upon arrival back in classroom, diaper checks and changes
	Snack time
11:00	Handwashing upon completion of snack, diaper checks and changes, and developmentally appropriate experiences, handwashing prior to lunch
12:00	Lunch time
	Handwashing upon completion of lunch and diaper checks and changes
1:00	Rest time until 3:00
	Cleaning of tables, surfaces and mouthed toys, and completion of children's
2:00	daily communication forms once/while they are asleep
	Diaper check and changes as children wakeup, handwashing prior to snack
3:00	Snack
	Handwashing upon completion of lunch and diaper checks and changes
4:00	Developmentally appropriate activities (play in activity areas, tummy time, one-on-one engagement, reading and singing, etc.), and diaper checks and changes
5:00	Goodbyes, family engagement/reporting of day's activities as children leave for the day
6:00	Center closes
Bottle feedings are conducted throughout the day based upon children's individual needs and schedule and in addition to meals and snacks. Diapering is also completed as needed in addition to the scheduled checks and changes.	

Example Toddler Schedule

Time	Activities
6:30 7:00 8:00	Center opens - Greetings, handwashing, daily parent and child engagement as families arrive, breakfast available upon arrival until 8:30, centers open for free play and child-initiated learning, toileting completed as needed, begin transition to story time at 8:50 with clean-up and toileting/handwashing reminders
9:00	Story time followed by transition to outdoor play at 9:15
	Outdoor play (45 minutes), transition to classroom at 10:00 and facilitate toileting and handwashing in preparation for morning snack at 10:15
10:00 11:00	Handwashing upon completion of snack, centers open for child-guided learning and play as children finish snack/handwashing, toileting/handwashing completed as needed, begin transition to lunch at 11:50 with clean-up and toileting/handwashing reminders
12:00	Lunch, handwashing and toileting and transition to cots for nap as children finish eating, patting backs and providing individualized comfort to children as needed as the transition to sleep
1:00 2:00	Rest time – once children are asleep, cleaning of tables and floors to remove lunch debris, preparation of daily potty-training logs and activity reports, and organization of children's belongings to go home in the afternoon
	Toileting/handwashing as children wakeup, snack available after toileting/handwashing, centers open for free play and child-initiated learning as children finish snack/handwashing, toileting completed as needed, begin transition to outdoor play at 3:50 with clean-up and toileting/handwashing reminders
3:00	
4:00	Outdoor play (45 minutes), transition to classroom at 4:45 and facilitate toileting and handwashing
5:00	Centers open for free play and child-initiated learning as children finish toileting/handwashing, goodbyes, family engagement/sharing of information as children leave for the day
6:00	Center closes

Example Pre-K Schedule

Time	Activities
6:00 – 7:00	Early drop-off in indoor play area
7:00 – 8:00	Arrival continues in classrooms, choice activities available
8:00 – 8:20	Cleanup, handwashing, and snack
8:30 – 9:00	Arrival continues, choice activities available
9:00 – 9:20	Group meeting
9:20 – 10:20	Choice time
10:20 – 10:40	Cleanup, handwashing, and snack
10:40 – 11:00	Small groups
11:00 – 11:45	Outdoor Choice time
11:45 – 12:00	Read-aloud
12:00 – 12:45	Lunch
12:45 – 2:00	Rest/quiet activities
2:00 – 2:20	Cleanup, handwashing, and snack
2:20 – 2:50	Outdoor choice time
2:50 – 3:00	Group meeting
3:00 – 5:00	Choice time
5:00 – 5:30	Outdoor choice time
5:30 – 6:00	Departures from indoor play area for remaining children

Curriculum Implementation Checklist

Schedules				
Self-Assessment				
*Rating Scale: **A** = Always **S** = Sometimes **N** = Never **?** = I need more information to rate this*	**A**	**S**	**N**	**?**
A daily schedule that tells the adults in the program what they will be doing at various times of the day is prominently displayed inside the classroom.				
Schedules are age and developmentally appropriate.				
An up-to-date visual schedule for children is present in classrooms for children ages two and up.				
All components of the schedule are planned for and incorporated into lesson planning.				
The schedule provides start and end times for all classroom activities that are used as guides and is consistently followed in the order in which it is written.				

Steps for Action		
Area for Improvement:	Strategies for Completion:	Completion Date (1 month):
Area for Improvement:	Strategies for Completion:	Completion Date (3 months):
Area for Improvement:	Strategies for Completion:	Completion Date (6 months):

Materials				
Self-Assessment				
*Rating Scale: **A** = Always **S** = Sometimes **N** = Never **?** = I need more information to rate this*	**A**	**S**	**N**	**?**
Materials are aligned with the curriculum and the daily lesson plans and are readily accessible for use during lessons.				
An adequate supply of developmentally appropriate materials is found throughout the classroom and are organized, labeled, in good repair, and are independently accessible to children.				
An adequate supply of curriculum-aligned materials is found throughout the classroom and are organized, labeled, in good repair, and are independently accessible to children.				
Additional toys and materials that align with, or further facilitate the development of, curricular goals are available throughout the classroom.				
The focus of the curriculum can be seen through the use of curriculum-aligned displays and child created activities or artifacts.				

Steps for Action		
Area for Improvement:	Strategies for Completion:	Completion Date (1 month):
Area for Improvement:	Strategies for Completion:	Completion Date (3 months):
Area for Improvement:	Strategies for Completion:	Completion Date (6 months):

Planning & Implementation				
Self-Assessment				
Rating Scale: **A** = *Always* **S** = *Sometimes* **N** = *Never* **?** = *I need more information to rate this*	**A**	**S**	**N**	**?**
The teacher follows the scope and sequence of the curriculum.				
The teacher engages in purposeful planning and creates lesson plans that utilize the curriculum.				
The teacher engages in purposeful planning and creates lesson plans that consider the individual characteristics of the children.				
Evidence of curriculum implementation is found throughout the classroom.				
Evidence of curriculum implementation is incorporated into communication with parents.				

Steps for Action		
Area for Improvement:	Strategies for Completion:	Completion Date (1 month):
Area for Improvement:	Strategies for Completion:	Completion Date (3 months):
Area for Improvement:	Strategies for Completion:	Completion Date (6 months):

Observation & Assessment

Self-Assessment

*Rating Scale: **A** = Always **S** = Sometimes **N** = Never **?** = I need more information to rate this*	A	S	N	?
The teacher establishes goals for improving children's development and learning.				
In developing goals, the teacher considers what s/he wants the children to know, understand, and be able to do.				
The teacher creates and implements action plans to achieve the goals s/he has developed.				
The teacher collects documentation, data, and other artifacts that show children's learning and development over time.				
The teacher assesses children's progress on an ongoing basis.				

Steps for Action

Area for Improvement:	Strategies for Completion:	Completion Date (1 month):
Area for Improvement:	Strategies for Completion:	Completion Date (3 months):
Area for Improvement:	Strategies for Completion:	Completion Date (6 months):

Modifications				
Self-Assessment				
*Rating Scale: **A** = Always **S** = Sometimes **N** = Never **?** = I need more information to rate this*	**A**	**S**	**N**	**?**
The teacher changes activities or materials in an effort to increase children's engagement in classroom activities.				
Modifications are made based on children's interests, levels of engagement, abilities, and other individual factors.				
Multiple modification strategies are used.				

Steps for Action		
Area for Improvement:	Strategies for Completion:	Completion Date (1 month):
Area for Improvement:	Strategies for Completion:	Completion Date (3 months):
Area for Improvement:	Strategies for Completion:	Completion Date (6 months):

Example Lesson Plan Form

Teacher's Name: **Date of Lesson:**	**Age Group Focus:** (select one) ☐Young Infants ☐Mobile Infants ☐Toddlers ☐Three-Year-Olds ☐Four-Year-Olds ☐Five-Year-Olds

Lesson Title:

Learning Experience Type: (select one)

☐ Small Group ☐ Large Group ☐ Individual

Curricular Area: (select one)

☐ Science/Sensory ☐ Language and Literacy ☐ Creative Arts ☐ Fine Motor ☐ Gross Motor
☐ Self Concept ☐ Emotional Skills/Regulation ☐ Social Skills ☐ Mathematics

Concept/Topic:

Intended Goals:

Aligned Objectives and/or Early Learning Standards:

Materials and Preparation Needed:

Activity Introduction:

Step-By-Step Procedures and Teaching Strategies:

Follow Up Activities, Experiences, or Opportunities:

Activity Evaluation Procedures:

Adaptations for Children with Special Needs:

Adaptations for Dual Language Learners:

Possible Connections to Other Topics:

Alignment to Developmentally Appropriate Practice:

Reflections
What went well?
What would you change?
How could you make this activity better?
How likely are you to do this activity again? Why or why not?
Additional Notes:

Example Weekly Lesson Plan Form

Week of: _____   **Age(s) of Children:** _____

Science/Sensory	Language and Literacy	Creative Arts	Fine Motor	Gross Motor
Goal(s) & Aligned Objective(s):	Goal(s) & Aligned Objective(s):	Goal(s) & Aligned Objective(s):	Goal(s) & Aligned Objective(s):	Goal(s) & Aligned Objective(s):
Activity Description:	Activity Description:	Activity Description:	Activity Description:	Activity Description:
Accommodations for Children with Special Needs:	Accommodations for Children with Special Needs:	Accommodations for Children with Special Needs:	Accommodations for Children with Special Needs:	Accommodations for Children with Special Needs:

Example Individual Planning Form

Child's name: _____   Date of birth: _____

Child's home language: _____   Class/group: _____

Early educator's name: _____   Date: _____

Development Summaries (include sources of information for each):

Gross motor skills:

_____
_____
_____

Fine motor skills:

_____
_____
_____

Social-emotional skills:

_____
_____
_____

Language and literacy skills:

_____
_____
_____

Child socializes with:

_____
_____
_____

The child's interests are:

_____
_____
_____

Major strengths:

_____
_____
_____
_____

Areas for growth:

_____
_____
_____
_____

Special needs/supports (if applicable):

_____
_____
_____
_____

Early learning standards to work on with this child:
1. _____
2. _____
3. _____

Goals for this planning period:
1. _____
2. _____
3. _____

This form comes from the Council for Professional Recognition's Essentials for Working with Young Children: Second Edition