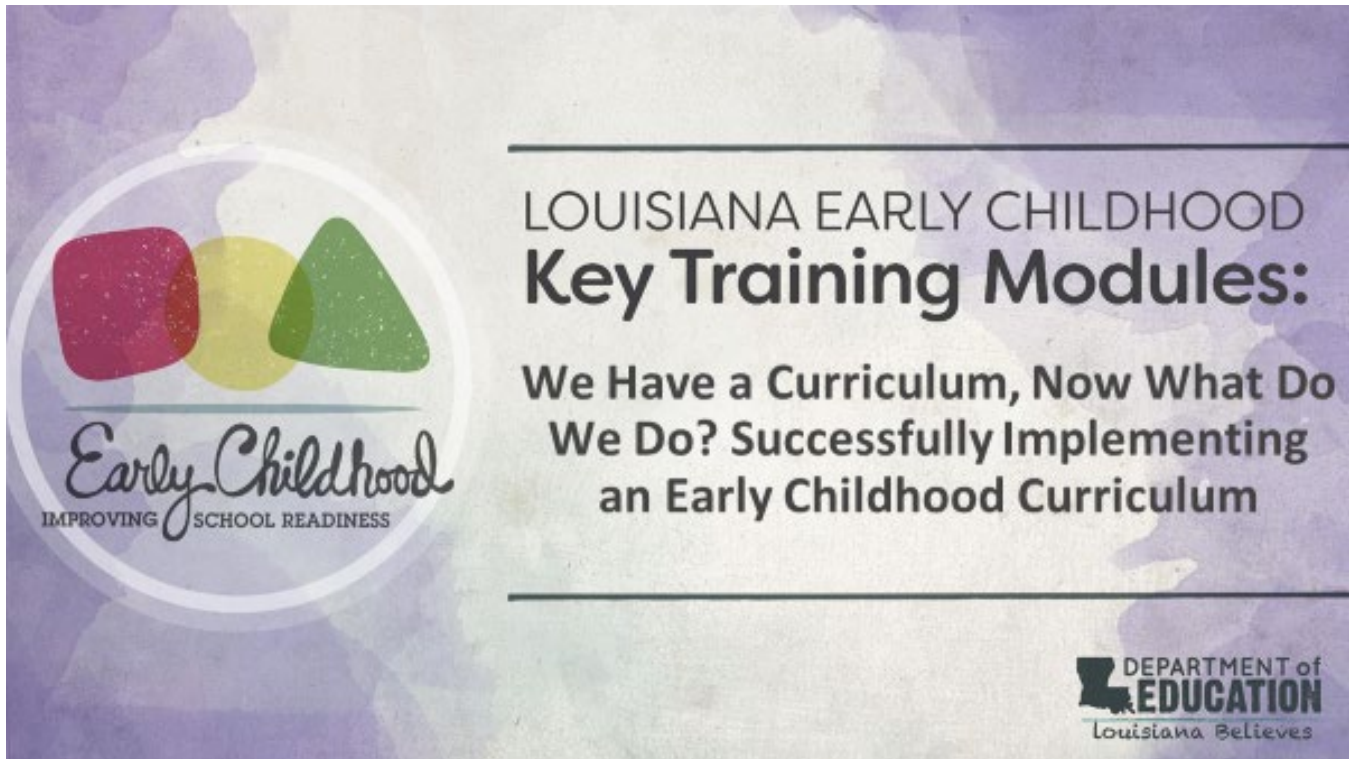


Module 3C: Outline & Manual

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

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Module Description

This session will focus on successfully implementing curriculum in the early childhood classroom. Participants will explore the elements needed for, and their role in, curriculum implementation with specific attention given to the importance of a well-developed daily schedule, the purpose of intentional planning in the facilitation of high-quality teacher-child interactions, activities, and experiences, the value of using curriculum-aligned materials, the effective implementation of planned experiences through teacher-guided and child-initiated activities, the importance of using observations and assessments to evaluate children's development and learning and to guide planning, and the need for modifying and adjusting activities based on children's individual characteristics.

Materials

- Chart paper and markers
- Copy paper
- Pencils or pens for participants
- Handouts
 - *Curriculum Bingo*
 - *Example Mobile Infant Schedule*
 - *Example Toddler Schedule*
 - *Example Pre-K Schedule*
 - *Curriculum Implementation Checklist*
 - *Example Lesson Plan Form*
 - *Example Weekly Lesson Plan Form*
 - *Example Individual Planning Form*
 - *Pre- and Post-Assessment*

Learning Outcomes

Candidates who actively participate in this session will be able to...

- 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

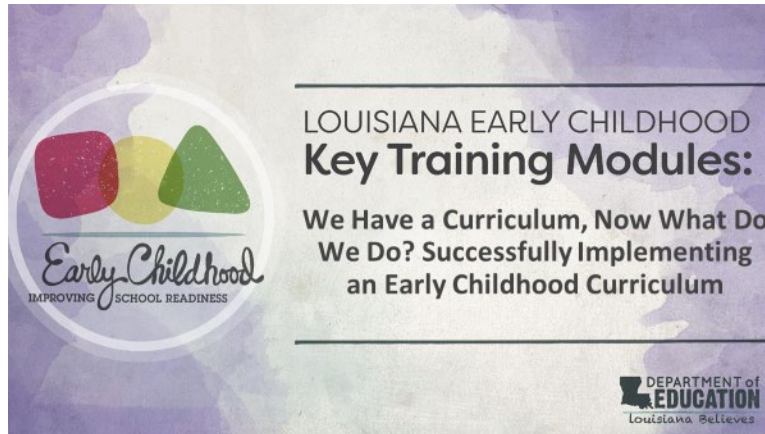
Training Agenda

Total Content Time: 2.0 hours

Total Session Time: 2.5 hours

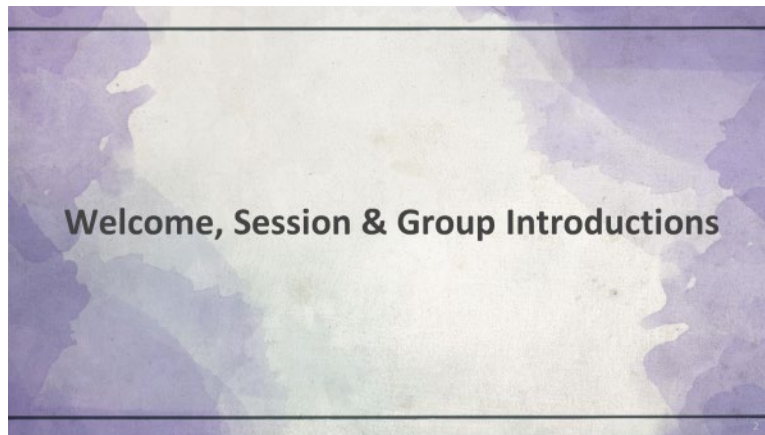
Item	Time/Duration
Registration/Sign-In	30 minutes prior to course start <i>(not included in total course time)</i>
Welcome, Session & Group Introductions	20 minutes
Elements of Successful Curriculum Implementation	10 minutes
Schedules and Materials	30 minutes
Planning and Implementation	20 minutes
Use of Observation and Assessment	20 minutes
Modifying the Curriculum	20 minutes
Session Closing & Post-Assessment	15 minutes <i>(not included in total course time)</i>
Individualized Q&A	15 minutes following course completion <i>(not included in total course time)</i>

Training Manual



Distribute the Pre-Assessment Evaluation as participants enter the training.

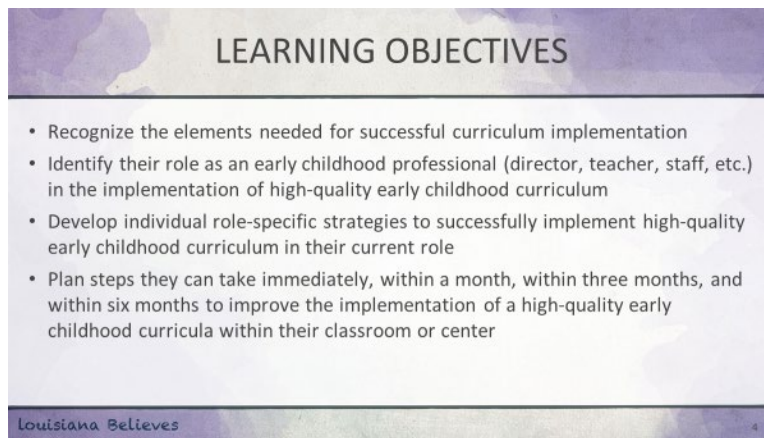
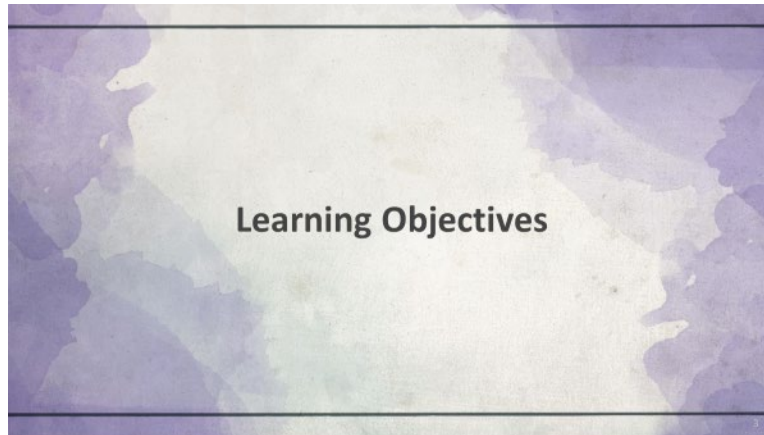
- *Ask them to complete the Pre-Assessment Evaluation and return to you*
- *Briefly review the forms to identify the group's needs*
- *Emphasize the learning objective(s) identified by the group as needing support*
- *Modify the session to spend more time on knowledge, skills, and abilities needed by the group*



Good morning/afternoon. This is a presentation of the Louisiana Early Childhood Key Training Modules. I am (insert name) and I will be your trainer today.

I want to welcome and thank you for taking the time to join us today. I appreciate your dedication to the young children in Louisiana. Your efforts to grow will help them grow, so thank you.

Our session today focuses on successfully implementing an early childhood curriculum. Successful curriculum implementation is an essential element of high-quality early childhood programming. This training will introduce and highlight how to implement curricula into the early childhood classroom.



Read each learning objective aloud.

- **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**

Are there any additional points we should add to our list of objectives for today?

Record responses on chart paper.



- Use the BINGO handout
- Circulate the room and look for individuals who can sign your handout based on the curriculum they use
- For each person that signs your handout, attempt to sign their handout and introduce yourself and discuss what you like about the curriculum you use

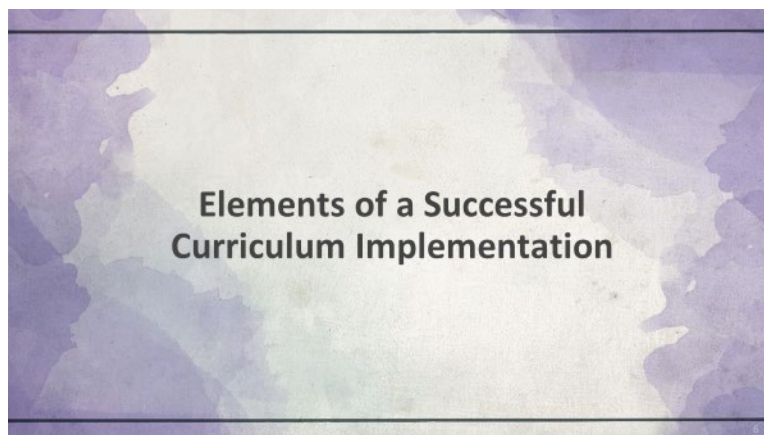
Now that I have introduced the session, let's take the time to learn a bit more about one another.

To help you become acquainted with one another and discuss families at the same time, you are going to play curriculum bingo.

Review the instructions with participants:

- Using the curriculum **BINGO handout** containing Louisiana Type I and other site-based curricula options,
- **Circulate the room and look for individuals who can sign your handout based on the curriculum they use.**
- **For each person that signs your handout, attempt to sign their handout, and**
- **Introduce yourself and discuss what you like about the curriculum you use,** and why it is an important part of high-quality care and education.

Ask participants if they have any questions about how to do the activity. Facilitate as needed. Allow for about 10 to 15 minutes for participants to do the introduction activity.



Thank you for taking the time to talk with one another and discuss what you like about the curricula you are using. It was great to hear [*interject some of the definitions you heard or observations of the participants' interactions*]. We will now take a closer look at the elements of successful curriculum implementation to help us understand what using a curriculum as part of high-quality programming looks like in greater detail.



- Schedules & Materials
- Planning & Implementation
- Observation & Assessment
- Modifications & Adjustments

Each of the bullet points listed here represent **elements** of successful curriculum implementation. They also represent each section of today's training.

We will spend time exploring:

- **Schedules and materials,**
- **Planning and implementation,**
- **Observation and assessments,** and
- **Modifications and adjustments.**

For each of these sections, we will discuss what each of these elements look like within a high-quality curriculum in addition to exploring what they should look like in high-quality early childhood settings.

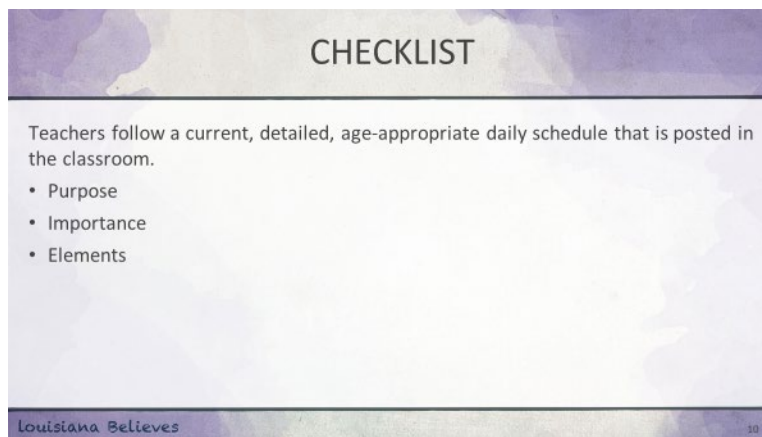
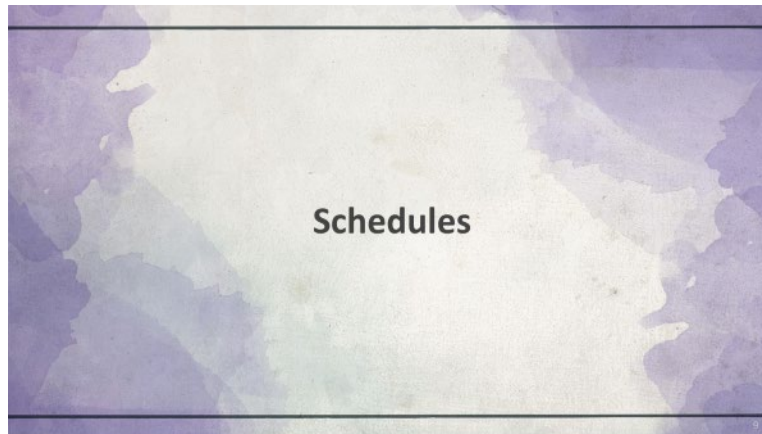
We will then conclude each of these sections by evaluating your current practices and setting goals for future improvements related to the implementation of your curriculum.

Open the floor for participant questions or comments before proceeding.



Ask participants to take a moment to consider which of the elements on the last slide are new to them or which they feel they need more knowledge about. Then encourage them to "turn and talk" with someone near them.

After a few minutes of discussion, bring the group back together and ask if anyone would like to share with the group at large. Add comments and answer questions in response to what they share or ask.



Throughout today's session, you will be using a Curriculum Implementation Checklist.

Distribute Curriculum Implementation Checklist handout.

The first section of this checklist focuses on **schedules**. Part of effective curriculum implementation is following a current, detailed, age-appropriate schedule that is posted in the classroom in a space that can be seen by teachers, coaches, administrators, families, and anyone else who may be interacting with the children.

We will discuss the **purpose**, **importance**, and **elements** of using a schedule. Your handout includes the elements we will be discussing if you would like to refer to it. You will also have the opportunity at the end of this section to evaluate your use of schedules within your program and to set goals related to what you can do to improve your current practices if needed.



Daily schedules are multipurpose and provide:

- Guidance
- Framework
- Visibility
- Order

Daily schedules are multipurpose.

The daily schedule is created and used as a **guide** to tell teachers what they will be doing throughout the day. A visual schedule, or a schedule with photographs representing major events of the day with time and simple text can also be utilized by children as young as two.

The schedule not only guides the day, it also serves as a **framework** for teacher's planning. Almost all activities represented on the daily schedule are moments in which development and learning can be facilitated and, as a result, need to be incorporated into activity or lesson planning.

The schedule is one of the elements of the classroom that makes learning **visible**. It not only includes those activities typically associated with early care and education like circle or whole group time and center or play time, but it also shows when smaller events such as routines and transitions will occur. The schedule shows approximately when each event will begin and end. Finally, the daily schedule provides **order**.

The schedule lists events of the day in **order**, providing approximately when each activity should begin and end. It is the order of the daily schedule, not the specific times, that is one of the most important aspects of the schedule. We will discuss why on the next slide.



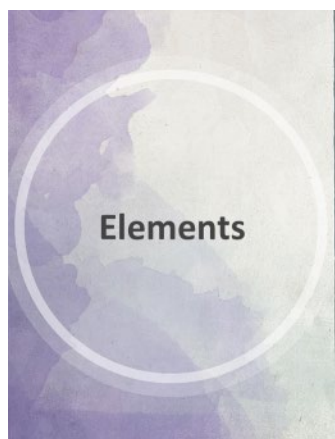
Consistent daily schedules provide:

- Predictability
- Security
- Control

At Consistent daily schedules are important because young children need **predictability**. They need to know what is going to happen now, and what is going to happen next.

It is important for routines and activities to occur in the same order every single day. This order, or routine, is more important than the specific time that activities occur. For example, where ending circle time at exactly 9:30, washing hands from 9:35 – 9:45, and beginning snack right at 9:45 is not monumental to children, doing these activities in this specific order (circle time, handwashing, snack) is imperative.

When children experience and can rely on elements of predictability such as these, their feeling of **security** increases and they also feel as if they have a greater sense of **control**.



Quality daily schedules contain:

- Routines
- Transitions
- Group times
- Play times

Routines are integral parts of the daily schedule. Not only are they found frequently and consistently throughout the day, they are also opportunities for development and learning and that is one of the many ways they fit into the early childhood curriculum. Typical routine activities include things like arrival and departure, diapering and toileting, handwashing, and snacks and mealtimes to name a few.

Transitions, or times between activities, also prevalent in early childhood schedules, are times in which development and learning can be facilitated and in which curriculum-aligned activities can occur. Teachers can plan and establish ways that they can facilitate development and learning during these “in-between” activities, such as singing a rhyming song and children walk down the hall and labeling items on the child’s plate that are yellow during lunch time. When transitions are incorporated and placed on the schedule teachers are more likely to plan for, and utilize, these times for teaching and learning.

Ask participants to share some of the ways that they currently use routines and transitions to facilitate children’s development and learning.

Group times, including small and whole group times, **play times**, including center, choice, and outdoor times are incorporated onto almost every schedule and our those most often associated with curriculum-aligned and planned learning activities.

It is important that ample amounts of time are available for these activities within the schedule and that teachers are focusing on guiding children’s development and learning during these times as well.

Ask participants to share some of the ways that they currently use outdoor play to facilitate children’s development and learning for all ages.

INFANTS

Key elements of infant daily schedules include:

- Individualization
- Flexibility
- Support

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Individualization, flexibility, and support are all **key elements of infant daily schedules**.

Infant schedules must be **individualized** to each infant and follow their personal rhythms and needs. Teachers must accommodate infants’ individualized needs for sleep, food, and diapering. Infant rooms often have both broad classroom and individual child daily schedules.

In order to facilitate this individualization, the schedule in an infant room must also be **flexible**. This flexibility gives teachers the opportunity to provide babies with their full attention, enabling them to build relationships with each infant. It is these relationships that serve as the foundation for children’s growth, development, and learning.

Furthermore, **support** for development and learning occurs through all routines, interactions, and activities within the infant classroom. Because infants spend a great deal of time in routine interactions like feeding and changing, these activities become paramount in facilitating development and learning through high-quality teacher-child interactions. These activities provide teachers and infants the one-on-one time that is much needed in infant environments.



Time	Activities
6:30	Center opens - Greeting, 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.)
7:30	Diaper checks and changes, handwashing in preparation for breakfast
8:00	Breakfast
9:00	Handwashing upon completion of breakfast and diaper checks and changes
9:30	Outdoor play
10:00	Handwashing upon arrival back in classroom, diaper checks and changes
10:30	Snack time
11:00	Handwashing upon completion of snack, diaper checks and changes, and developmentally appropriate experiences, handwashing prior to lunch
11:30	Lunch time
12:30	Handwashing upon completion of lunch and diaper checks and changes
1:00	Rest time until 3:00
1:30	Cleaning of tables, surfaces and mouthed toys, and completion of children’s daily communication forms once/while they are asleep
2:00	Diaper check and changes as children wake up, handwashing prior to snack
2:30	Snack
3:30	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
4:30	Goodbyes, family engagement/reporting of day activities as children leave for the day
5:30	Center closes

*Routines listed 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.

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Distribute the Example Mobile Infant Schedule handout.

Encourage participants to look for the elements shared on the last slide in the example schedule. Lead a brief discussion about each of the elements, talking about which ones are present, which are missing, which ones could be improved upon, and so on.

***Trainer Note:** Keep in mind that this is just an example schedule to illustrate how schedules align with curriculum. The intention is not to provide training on scheduling or how to create the best schedule. Furthermore, schedules are very specific to the programs or classrooms for which they are designed, so this schedule will not align with every participants' program needs. You may find that you have to use this information as a disclaimer as part of your discussion.*

If you are conducting this training for a single center or program, you are encouraged to use their schedules as examples, or, if they have a schedule from the curriculum that they are using, those can be used as well.



Toddlers need time. Time for **transitions**, time for **movement and engagement**, and **one-on-one time** with teachers.

As you can see, time is a **key element of toddler schedules**. This is because rigid time restrictions can frustrate toddlers.

Transition time is an activity all in itself. Toddlers need extended time to transition that includes many elements including signals, reminders, games, and activities to get tasks done – such as cleaning up, modeling, and help moving from activity to activity.

Toddlers also need to be actively **engaged** and **moving** to be learning. It is important to make sure that schedules focus on engagement and movement as toddlers are programmed to explore, and this drive to explore results in lots of movement and curiosity. Teachers should be continuously talking to, and playing with, children throughout all parts of the day.

Although toddlers are becoming more independent by the day, they still need individualized attention and support based on their current levels of development and learning to succeed. For these reasons, and to continue to develop strong trusting relationships, teacher should make sure there are times for this throughout the day.



Time	Activities
6:30	Center opens - Greeting, handwashing, daily parent and child engagement as families arrive, breakfast available upon arrival until 8:30, centers open for free play and child-led learning, tidying completed as needed, begin transition to story time at 8:00 with clean-up and tidying/handwashing reminders
8:00	Story time followed by transition to outdoor play at 8:15
9:00	Outdoor play (45 minutes), transition to classroom at 10:00 and facilitate tidying and handwashing in preparation for morning snack at 10:15
10:00	Handwashing upon completion of snack, centers open for child-guided learning and play as children finish snack/handwashing, tidying that doesn't interfere as needed, begin transition to lunch at 11:00 with clean-up and tidying/handwashing reminders
11:00	Lunch, handwashing and tidying and transition to rest for nap activities (snack, quiet, reading, and providing individualized centers to children as needed as the transition to sleep)
1:00	Post-noon - once children are awake, cleaning of tables and floors to remove lunch debris, announcement of daily parent meeting log and activity reports, and organization of children's belongings to go home in the afternoon
2:00	Transition/handwashing as children eat/nap, quiet transition play
3:00	Tidying/handwashing, centers open for free play and child-led learning as children finish snack/handwashing, tidying completed as needed, begin transition to outdoor play at 3:30 with clean-up and tidying/handwashing reminders
4:00	Outdoor play (45 minutes), transition to classroom at 4:45 and facilitate tidying and handwashing
5:00	Centers open for free play and child-led learning as children finish tidying/handwashing, goodbye, family engagement/sharing of information as children leave for the day
6:00	Center closes

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Distribute the Example Toddler Schedule handout.

Encourage participants to look for the elements shared on the last slide. Lead a brief discussion about each of the elements, talking about which ones are present, which are missing, which ones could be changed or improved, and so on.

Trainer Note: Keep in mind that this is just an example schedule to illustrate how schedules align with curriculum. The intention is not to provide training on scheduling or how to create the best schedule. Furthermore, schedules are very specific to the programs or classrooms for which they are designed, so this schedule will not align with every participants' program needs. You may find that you have to use this information as a disclaimer as part of your discussion.

If you are conducting this training for a single center or program, you are encouraged to use their schedules as examples, or, if they have a schedule from the curriculum that they are using, those can be used as well.

PRESCHOOL

Key elements of preschool daily schedules include:

- Consideration
- Planning
- Balance

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Preschool classrooms are more focused on facilitating learning, therefore, **considering** group and individual children's characteristics in all classroom routines and experiences, **planning** activities, and creating a **balance** of activity types are all necessary elements of the preschool daily schedule.

A developmentally appropriate and well-developed schedule **considers** the characteristics of children as a group and as individuals. A preschool schedule must be based on children’s current level of develop and leaning in addition to their needs, interests, and skill levels.

It is important that teachers consider how long it takes children to fully engage in an activity, how long they can maintain attention during an activity, and how long it takes them to transition out of one activity and into another activity when planning and implementing their daily schedules.

A high-quality schedule is a well-**planned** schedule. Teachers must consider what elements of a schedule are necessary to promote development and learning throughout the day, how long each of these activities take, and the priority each of these elements have in the daily and even the weekly schedule. For example, we know the importance of reading to children multiple times during the day, therefore, reading with children must be incorporated into the daily schedule at various points during the day.

Finally, **balance** is key. Children learn in a variety of ways through a variety of experiences. High-quality schedules include a balance of child-initiated and teacher-guided activities, quiet and active experiences, group and individualized activities, and play and rest times, just to name a few. As you can see, it is all about balance.



Example Preschool 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 - 8:30	Cleanup, handwashing, and snack
8:30 - 9:00	Arrival continues, choice activities available
9:00 - 9:30	Group meeting
9:30 - 10:30	Choice time
10:30 - 10:45	Cleanup, handwashing, and snack
10:45 - 11:00	Small group
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 - 2:30	Cleanup, handwashing, and snack
2:30 - 2:45	Outdoor choice time
2:45 - 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

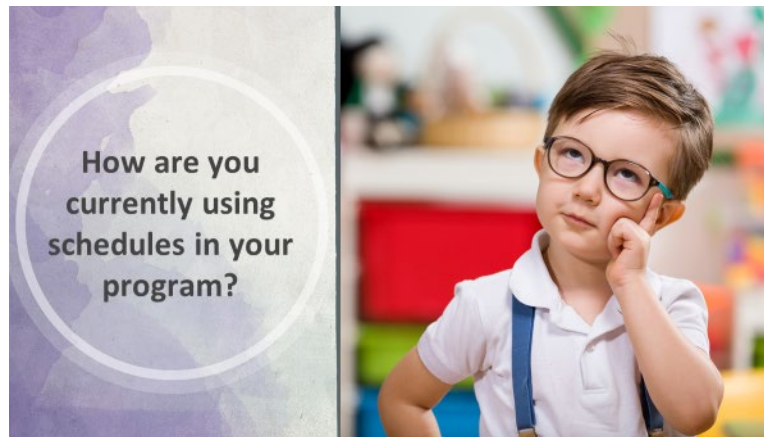
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Distribute the Example Preschool Schedule handout.

Encourage participants to look for the elements shared on the last slide. Lead a brief discussion about each of the elements, talking about which ones are present, which are missing, which ones could be changed or improved, and so on.

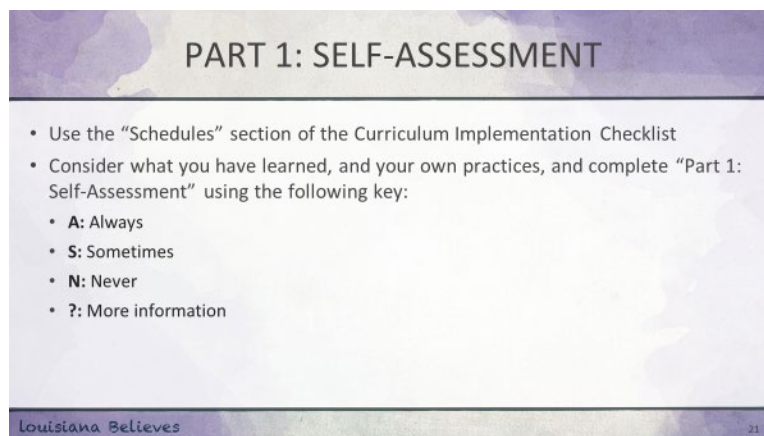
Trainer Note: *Keep in mind that this is just an example schedule to illustrate how schedules align with curriculum. The intention is not to provide training on scheduling or how to create the best schedule. Furthermore, schedules are very specific to the programs or classrooms for which they are designed, so this schedule will not align with every participants’ program needs. You may find that you have to use this information as a disclaimer as part of your discussion.*

If you are conducting this training for a single center or program, you are encouraged to use their schedules as examples, or, if they have a schedule from the curriculum that they are using, those can be used as well.



Now that we have discussed the role of schedules within the curriculum take a moment to consider how your practices align with what has been presented so far.

You can do this by reviewing the items on the Curriculum Implementation Checklist in the “Schedules” section.



Facilitate the Curriculum Implementation Checklist activity. During this activity, participants will complete a self-assessment and reflection of their current curriculum implementation activities.

Review the instructions with participants:

- **Use the “Schedules” section of the Curriculum Implementation Checklist**
- **Consider what you have learned, and your own practices, and complete “Part 1: Self-Assessment”** by rating your current practices with the following key:
 - Mark **“A”** for **“always”** if this is something that you or your program always does
 - Mark **“S”** for **“sometimes”** if this is something that you or your program sometimes does
 - Mark **“N”** for **“never”** if this is something that you or your program never does
 - Mark **“?”** if you need more information to determine if there is something your program does

PART 2: STEPS FOR ACTION

- Consider how you scored the self-assessment portion of the “Schedules” section, in addition to what you have learned in this training so far
- Use this information to complete the “Part 2: Steps for Action” portion of the handout
- Choose at least one “Area for Improvement” and develop two to three “Strategies for Completion” that you will use to ensure improvement in each area, then set a target “Completion Date”

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Facilitate the Steps for Action activity portion of the Curriculum Implementation Checklist. Participants will create a list of areas for improvement and strategies that they can utilize to improve their curriculum implementation practices when they return to their programs.

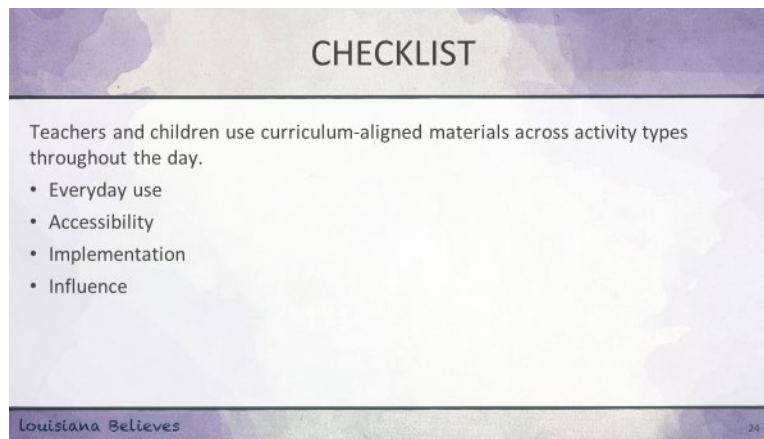
Review the instructions with participants:

- **Consider how you scored the self-assessment portion of the “Schedules” section, in addition to what you have learned in this training so far**
- **Use this information to complete the “Part 2: Steps for Action” portion of the handout**
- **Choose at least one “Area for Improvement” and develop two to three “Strategies for Completion” that you will use to ensure improvement in each area, and then set a target “Completion Date”**

Trainer Note: This is a reflective activity and participants do not have to share their responses if they do not want to. However, you can discuss example areas of improvement with aligned strategies for completion if time allows and you feel the participants will benefit from the knowledge.

Materials

We will now explore how **materials** align with high-quality curriculum implementation practices.



We will know discuss the importance and value of **using curriculum-aligned materials across activity types throughout the day.**

To explore this further, we will look at four key components to using materials:

- **Everyday use,**
- **Accessibility,**
- **Implementation, and**
- **Influence.**

Encourage participants to locate and read the Materials section of the Curriculum Implementation Checklist.



Teachers and children use curriculum-aligned materials across activity types throughout the day:

- Lessons
- Classroom
- Displays

Curriculum-aligned materials must be used by both teachers and children every day.

These materials must be aligned with the curriculum and the daily **lesson plans** and readily-accessible for use during lessons, for example whole group circle time and small group activities. If you are using a published curriculum, this includes having the teacher’s manual and related materials available to conduct the activities.

Provide examples from your professional experience, or based on your knowledge of the participants.

Curriculum-aligned materials should be present throughout the **classroom**. The curricular, lesson plan, and/or theme focus should be evident throughout the classroom and found within centers, via books, and through the use of curriculum-aligned materials that are available and accessible to the children.

Provide examples from your professional experience, or based on your knowledge of the participants.

This visibility continues throughout the classroom **displays**. The focus of the curriculum, or what developmental objective development you are encouraging, what you are teaching, and what the children are learning, should be seen through the use of curriculum-aligned displays and child created activities or artifacts.

Provide examples from your professional experience, or based on your knowledge of the participants.



Developmentally appropriate materials must be easily accessible to children at all times:

- Location
- Labeling
- Appropriateness
- Amount and repair

Developmentally appropriate materials must be easily accessible to children at all times. We know that curriculum-aligned materials that are easily accessible to children affect the implementation of the curriculum and influence children's development and learning.

Accessibility depends largely on **location**. Materials must be stored on low open shelves where children can easily reach them independently. Thus, materials should be located within centers or interest areas. It is also recommended that smaller items are stored in clear containers, so children can easily see what is inside. These containers should also be stored on low open shelves within centers.

Labeling is also important. Materials should be labeled with both text and photographs. It is recommended that labels are not only put on the shelves to show where the items belong as well as on the bins that hold items. This not only easily facilitates clean-up, it facilitates skill building through matching and organization in addition to creating a print rich environment that creates an awareness of print and its usage.

All materials must be **appropriate** for the age and developmental levels of the children in the classroom both individually and as a group.

An adequate **amount** of materials must also be present. This means that there needs to be enough materials in each center for the number of children present within that center. It also means that enough materials are available for all children during lessons and activities – eliminating wait time and the need for sharing of materials to practice essential skills. Having duplicates of popular toys and materials is also recommended.

If toys are broken or pieces are missing, they should be removed. All materials must be in good **repair** and well-maintained, for example, all pieces are present, no broken parts, and in working order. They must also be cleaned and sanitized regularly.



Appropriate materials are available for use when implementing curricular activities:

- Alignment and accessibility
- Shareability
- Similarity

Now we are going to narrow the focus to those materials that are more curriculum specific. In order for curriculum activities to be successful, the right materials must be available for use when implementing curricular activities.

Not only do materials need to be aligned with the age and developmental levels of the children in your classrooms, as noted on the previous slide, but they also need to be **aligned** with the curriculum.

Materials must be available throughout the room that also align with curricular goals and activities. As before, these materials must be **accessible** to both the teachers and the children. Accessibility returns here because in order for teachers to use materials to support curriculum, the materials need to be accessible to them and ready to go during curriculum activity implementation. Not only easily accessible during the activity, but available to them in the centers.

Not only do curriculum-aligned materials need to be available for curriculum activities, they need to be **“shared”** or available throughout the classroom so children can engage with them and use them again and again in many different ways in many different situations. This is how they learn.

Finally, it is not enough to have just the materials used in the curricular activities. **Similar** toys that facilitate the development of the same skills or learning objectives need to be placed throughout the children’s environment for the children’s use. For example, you may teach children how to measure with Unifix cubes during a group activity, but to further develop this concept and skill, you may want to have other measurement tools throughout the environment.



Not having the appropriate materials negatively affects:

- Curriculum
- Development and learning
- Interest and curiosity

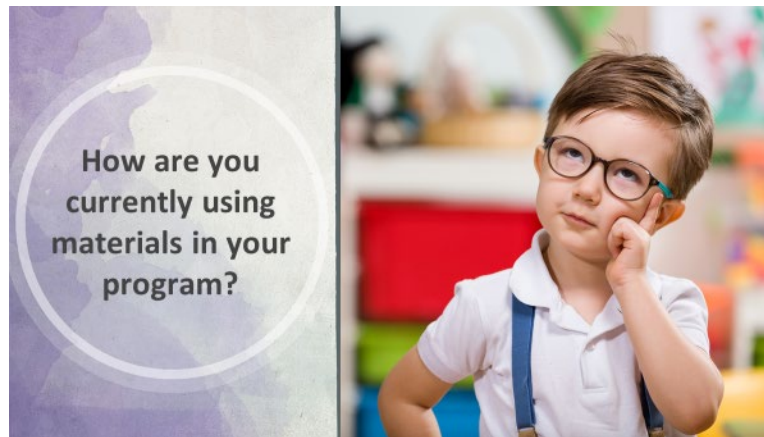
Children cannot learn if they do not have the **appropriate materials** to do so. Not having the appropriate materials affects all of the following.

Without the appropriate materials, you cannot implement the **curriculum** correctly. For example, if you need sticks, wood, and bricks to teach an activity about the “Three Little Pigs,” and you do not have those items, you cannot implement the curriculum activity with fidelity – or how it was intended to be implemented. Thus, you potentially affect the outcome of the activity.

Have participants brainstorm how not having the correct materials would change the outcomes and the learning associated with the activity.

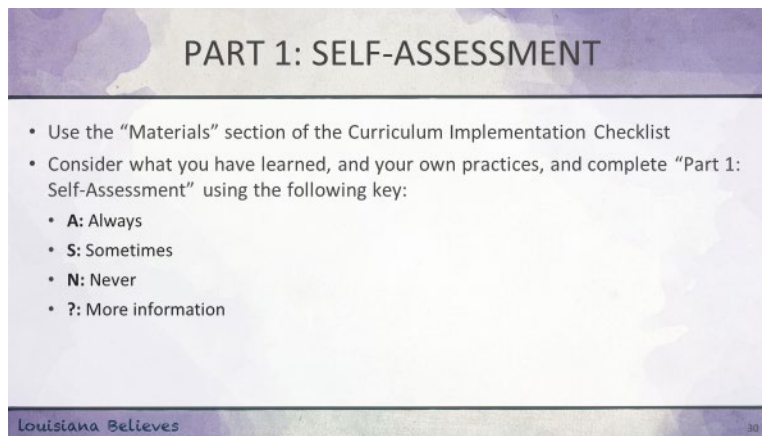
Your discussion showed how not having the correct materials for an activity can affect children’s **development and learning**. This is extended into the materials available within the environment as well. A simple example is, without scissors, children can’t learn to cut.

Children learn through exploration. Without appropriate materials to explore, their **interest** in learning will be negatively impacted and their natural **curiosity** stifled. Think about what draws your attention and makes you interested or piques your curiosity. Now apply that to what you know about young children’s interests and curiosity. Are the materials needed to do so found in your classroom environments?



Now that we have discussed the role of materials within the curriculum, take a moment to consider how your practices align with what has been presented so far.

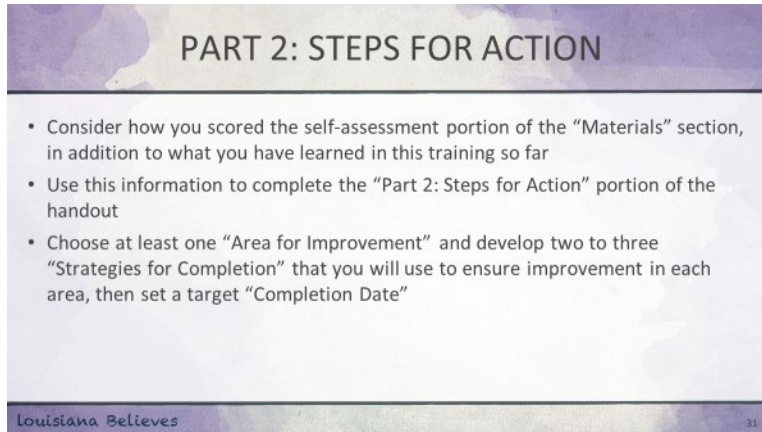
You can do this by reviewing the items on the Curriculum Implementation Checklist in the “Materials” section.



Facilitate the Curriculum Implementation Checklist activity. During this activity, participants will complete a self-assessment and reflection of their current curriculum implementation activities.

Review the instructions with participants:

- **Use the “Materials” section of the Curriculum Implementation Checklist**
- **Consider what you have learned, and your own practices, and complete “Part 1: Self-Assessment”** by rating your current practices with the following key:
 - Mark **“A”** for **“always”** if this is something that you or your program always does
 - Mark **“S”** for **“sometimes”** if this is something that you or your program sometimes does
 - Mark **“N”** for **“never”** if this is something that you or your program never does
 - Mark **“?”** if you need more information to determine if there is something your program does



PART 2: STEPS FOR ACTION

- Consider how you scored the self-assessment portion of the “Materials” section, in addition to what you have learned in this training so far
- Use this information to complete the “Part 2: Steps for Action” portion of the handout
- Choose at least one “Area for Improvement” and develop two to three “Strategies for Completion” that you will use to ensure improvement in each area, then set a target “Completion Date”

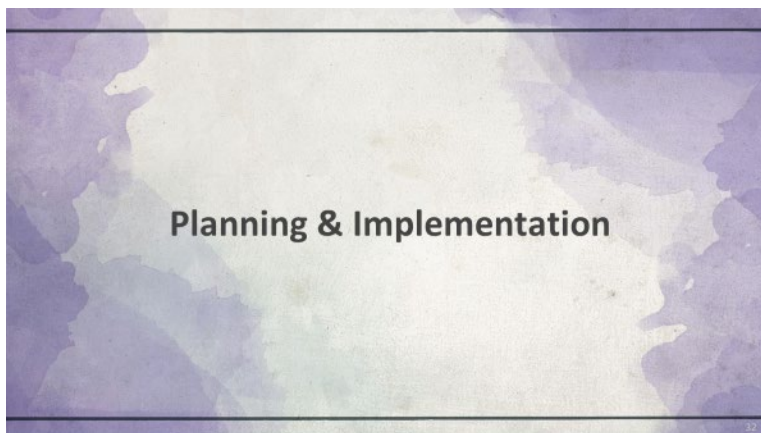
Louisiana Believes 31

Facilitate the Steps for Action activity portion of the Curriculum Implementation Checklist. Participants will create a list of areas for improvement and strategies that they can utilize to improve their curriculum implementation practices when they return to their programs.

Review the instructions with participants:

- **Consider how you scored the self-assessment portion of the “Materials” section, in addition to what you have learned in this training so far**
- **Use this information to complete the “Part 2: Steps for Action” portion of the handout**
- **Choose at least one “Area for Improvement” and develop two to three “Strategies for Completion” that you will use to ensure improvement in each area, and then set a target “Completion Date”**

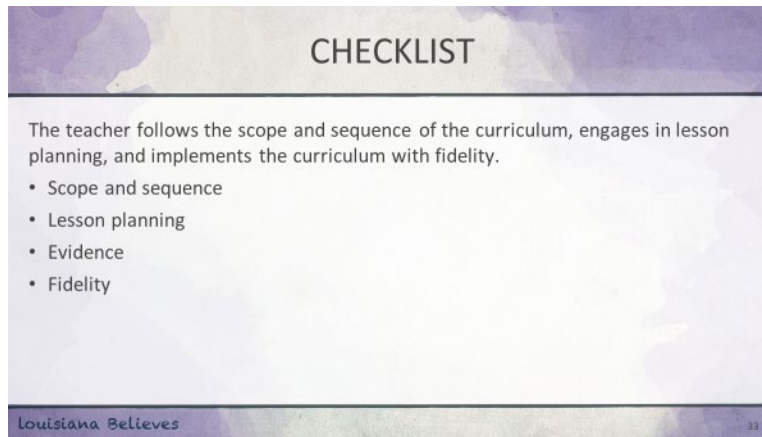
Trainer Note: This is a reflective activity and participants do not have to share their responses if they do not want to. However, you can discuss example areas of improvement with aligned strategies for completion if time allows and you feel the participants will benefit from the knowledge.



Planning & Implementation

22

We will now explore the next section, planning and implementation.

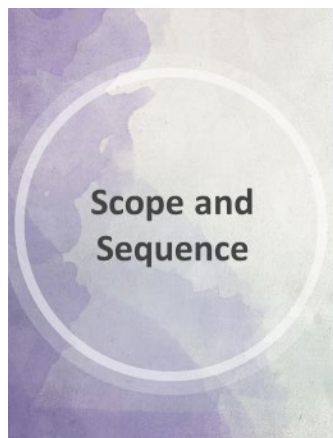


We will now discuss the elements of successful curriculum planning and implementation.

To explore this further, we will look at four key components:

- **Scope and sequence,**
- **Lesson planning,**
- **Evidence,** and
- **Fidelity.**

Encourage participants to locate and read the Planning and Implementation section of the Curriculum Implementation Checklist.



- The teacher follows the scope and sequence of the curriculum:
- Scope
 - Sequence
 - Pacing

The National Center on Early Childhood Teaching, Development, and Learning states that: “An organized developmental scope and sequence outlines what the early childhood curriculum focuses on and how the plans and materials support children at different stages of development.” (2017)

They identify the **scope** as:

- Encompassing the areas of development addressed by the curriculum,
- Including breadth (development across all developmental domains) and depth (specific developmental goals domain), and

- Being able to be applied across multiple learning experiences to facilitate engagement and sustain children’s interest in exploring and learning.

The sequence:

- Includes the materials and plans needed to facilitate learning experiences that support and extend children’s learning across developmental areas and levels, and
- Is made up of a progression from less to more complex, with the goal of supporting children as they grow and develop.

Pacing is also an important consideration when following the scope and sequence and planning for and scheduling activities. Teachers must plan so that children will have the opportunity to utilize the full curriculum during the school year.

According to the national Center on Early Childhood Teaching, Development, and Learning: “An organized developmental scope and sequence...”

- Helps education staff support children’s development of skills, behavior, and knowledge described as state’s early learning and development standards;
- Includes examples of materials, teaching practices, and learning experiences that support children at different levels of development;
- Allows flexibility to respond to the needs of individual children, including dual language learners and children with disabilities (or those suspected of having delays) and other special needs;
- Provides information to education staff that helps them plan and communicate with families and other education partners.”

SCOPE AND SEQUENCE

The Creative Curriculum® for Preschool
Scope and Sequence for 3-Year-Olds

This document shows the scope of the concepts and skills in the *The Creative Curriculum® for Preschool* and the sequence in which they are introduced. When you use the curriculum, including the *Teaching Guide*, *Instructional Teaching Cards™*, *Mighty Minutes™* and *Book Discussion Cards™*, you can be sure that these concepts and skills are introduced and reinforced in a logical, thoughtful, sequential, and coherent order. Each child and each classroom is unique. Use this chart as a starting point for most children in your class and then make adjustments according to the individual strengths and needs identified by your assessment findings. If you are creating your own studies rather than using the *Teaching Guide*, this chart will help you plan experiences thoughtfully and intentionally on the basis of each child's current levels of development and learning.

Social-Emotional, Physical, Language, Cognitive, Literacy, and Mathematics

Area of Development & Learning	Objective	Beginning of the Year	Middle of the Year	End of the Year
Social-Emotional	Self-regulation	<ul style="list-style-type: none"> • Begins to control self by seeking out special adults or peers • Begins to accept redirection from adults • Begins to demonstrate confidence in meeting own needs 	<ul style="list-style-type: none"> • Confirms self by seeking out special object or peers • Accepts redirection from adults • Begins to look at a situation differently or solve problems • Begins to manage classroom rules, routines, and transitions with occasional reminders • Begins to manage classroom rules, routines, and transitions with occasional reminders • Demonstrates confidence in meeting own needs 	<ul style="list-style-type: none"> • Is able to look at a situation differently or solve problems • Manages classroom rules, routines, and transitions with occasional reminders • Begins to take responsibility for own well-being

Louisiana Believes 25

This is a scope and sequence from The Creative Curriculum for Preschool.

Briefly outline the elements highlighted in the previous slide within the picture of this document.



The teacher engages in purposeful planning and creates lesson plans that utilize the curriculum while considering the individual characteristics of children:

- Developmental appropriateness
- Individual characteristics
- Inclusive of different planning types

Not only is the scope and sequence important in that it outlines the learning experiences within the curriculum that are specifically designed to support children at various levels of development, it is a tool that teachers should use to plan learning experiences tailored to children's age and developmental levels.

Another essential element of curriculum implementation is **lesson planning**. Teachers should be using the scope and sequence, in addition to the content within the curriculum, to engage in the purposeful planning of activities and experiences that facilitate children's development and learning.

Not only should these activities align with the curriculum, they must be **developmentally appropriate** – or appropriate for that ages and abilities of the children in the classroom. Activities that are too hard can lead to frustration and those that are too easy do not facilitate learning and development. Therefore, it is important to use the curriculum's scope and sequence to look ahead to see where children's development is heading and then intentionally scaffold children's learning.

Children's **individual characteristics** also come into play when planning. Children have a variety of individual strengths, areas of needs, and interests. It is important to consider all of these in planning. Where one activity can be on target for several of the children, it can be challenging for some and vice versa.

Other elements such as temperament, approaches to learning, experience, and background knowledge also effect children's ability to participate in and learn from activities. Thus, they must also be considered. Modifications, which we will talk about more later, also may need to be made in order to meet the needs of certain children, for example English Learners or children with disabilities.

Finally, not all lesson planning looks the same. Some curricula provide lesson plans for the teachers and others leave this task to them to complete. Either way, there are many **different types of planning**, there of which we will briefly highlight today.



Example Lesson Plan Form

Teacher's Name: _____		Age Group/Grade Level: _____	
Date of Lesson: _____		Young Child / Middle Child / Toddler / Three Year Old / Four Year Old / Five Year Old	
Lesson Title: _____			
Learning Experience Type: _____			
Individual / Small Group / Whole Group			
Curricular Area: _____			
Language Arts		Social Studies	
Mathematics		Science	
Art		Music	
Concept/Topic: _____			
Intended Goals: _____			
Aligned Objectives (with Early Learning Standards): _____			
Materials and Preparation Needed: _____			

Whole group lesson plans are just that, plans that are developed for use with the children as a whole group, like during circle time, or in small groups of three to four children.

Whole group lesson plans are broad in their developmental focus in that they are made for use with a group and thus less differentiated based on individual abilities or characteristics.

Distribute the Example Lesson Plan handout. Briefly review each of the sections.

Trainer Note: This form aligns with the lesson plan requirements for the CDA Professional Resource Collection and is based on the lesson plan provided in the Council for Professional Recognition's *Essentials for Working with Young Children: Second Edition* book.

EXAMPLE WEEKLY LESSON PLAN FORM

Example: Weekly Lesson Plan Form

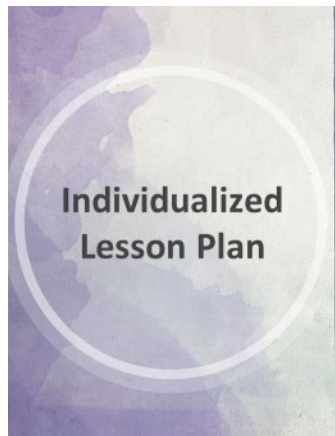
Week of _____	Language and Literacy	Creative Arts	Math	Science
Intended Objectives	Intended Objectives	Intended Objectives	Intended Objectives	Intended Objectives
Activity Description	Activity Description	Activity Description	Activity Description	Activity Description
Accommodations for Children with 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

Louisiana Believes 38

Here is another example of a group lesson plan form, but rather than focusing on an individual activity, this one focuses on a week's worth of activities.

Distribute the Weekly Lesson Plan handout. Briefly review each of the sections.

Trainer Note: This form aligns with the weekly lesson plan requirements for the CDA Professional Resource Collection and is based on the lesson plan provided in the Council for Professional Recognition's *Essentials for Working with Young Children: Second Edition* book.



Example Individual Planning Form

Child's name _____ Date of birth _____
 Child's birth date _____ Educator _____
 Early educator's name _____ Home _____

Development Domains (Check square if addressed for each)

Child's needs skills _____

 Child's needs skills _____

 Child's strengths skills _____

 Child's needs skills _____

 Child's strengths skills _____

Individualized Lesson Plans focus on the specific abilities, characteristics, and developmental and/or learning needs of individual children.

Individualized lesson plans are appropriate for children of all ages but are necessary for infants and young toddlers for whom whole group planning is inappropriate due to the variation and rapid progression of individualized development between birth and 18 months.

Classrooms with children 18 months to 24 months old, or young toddlers, sometimes use a combination of individualized and group planning.

Distribute the Example Individualized Planning Form handout. Briefly review each of the sections.

***Trainer Note:** This form aligns with the weekly lesson plan requirements for the CDA Professional Resource Collection and is based on the lesson plan provided in the Council for Professional Recognition's Essentials for Working with Young Children: Second Edition book.*



Evidence of curriculum implementation is found throughout the classroom and incorporated into communication with parents:

- Activities and materials
- Displays and artifacts
- Parent communication

Finally, there must be **evidence** that the curriculum is being implemented. This can be done in a variety of ways, the first two bullet points that we discussed earlier, through **activities and materials** and **displays and artifacts** created by the children, are two ways that teachers and program can show evidence of curriculum implementation.

Another way to make learning visible is by sharing what you:

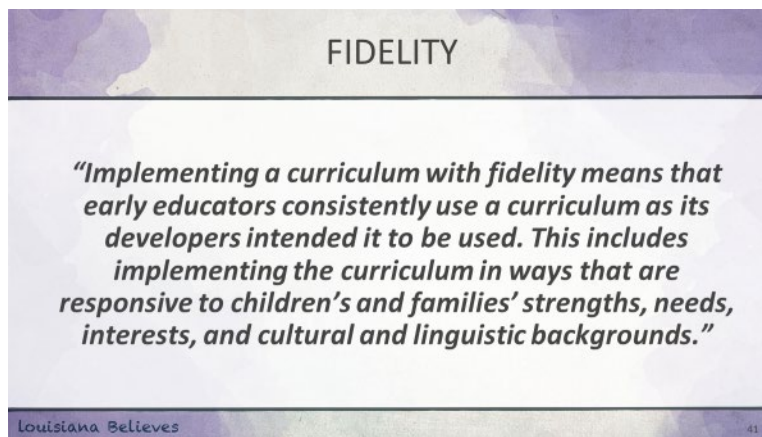
- Plan to do,
- What is being done, and
- What the children have.

This can be accomplished via displays, newsletters, daily communication forms, and other media that share:

- Developmental goals,
- Related activities, and
- Children’s accomplishment displayed via photographs, children’s creations, anecdotal records, or a combination of all of these.

The key here is that you are making learning visible to everyone, including:

- The children,
- The parents, and
- Other teachers and administrators.

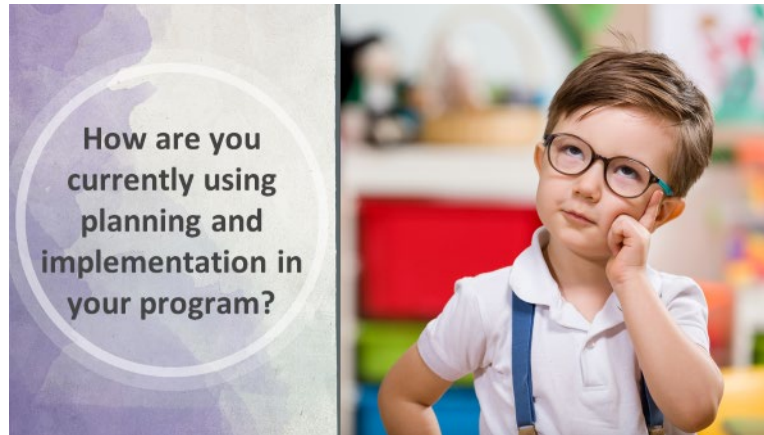


Implementing the curriculum with **fidelity** is also a key element of using a curriculum appropriately.

Encourage participants to read the quote on the slide.

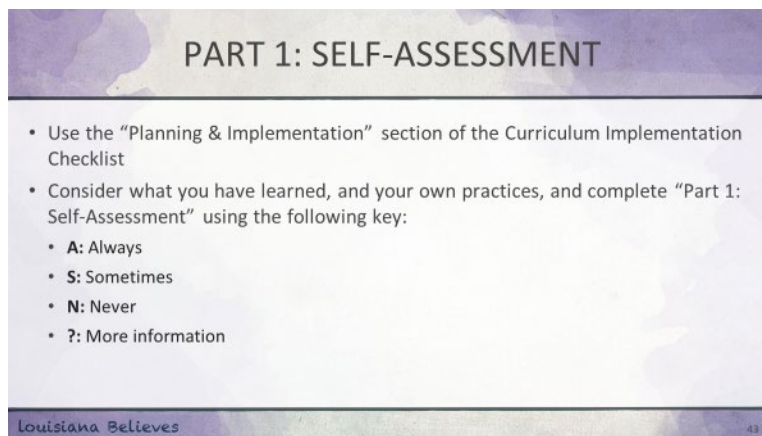
“Implementing a curriculum with fidelity means that early educators consistently use a curriculum as its developers intended it to be used. This includes implementing the curriculum in ways that are responsive to children’s and families’ strengths, needs, interests, and cultural and linguistic backgrounds.”

Many curricula have their own tools to access the fidelity of implementation and some even have specific trainings focusing on this. For additional information about what it means to implement a training with fidelity, please refer to the curriculum used in your program or you can get a general overview by visiting the link listed on this slide.



Now that we have discussed planning and implementation, take a moment to consider how your practices align with what has been presented so far.

You can do this by reviewing the items on the Curriculum Implementation Checklist in the “Planning and Implementation” section.



PART 1: SELF-ASSESSMENT

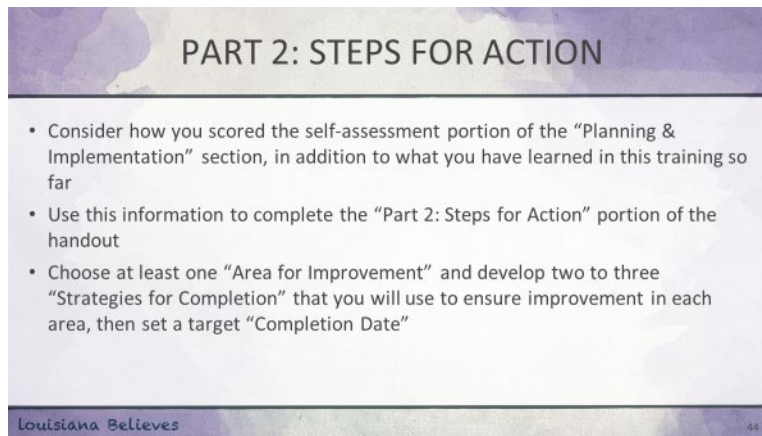
- Use the “Planning & Implementation” section of the Curriculum Implementation Checklist
- Consider what you have learned, and your own practices, and complete “Part 1: Self-Assessment” using the following key:
 - **A:** Always
 - **S:** Sometimes
 - **N:** Never
 - **?:** More information

Louisiana Believes 43

Facilitate the Curriculum Implementation Checklist activity. During this activity, participants will complete a self-assessment and reflection of their current curriculum implementation activities.

Review the instructions with participants:

- **Use the “Planning & Implementation” section of the Curriculum Implementation Checklist**
- **Consider what you have learned, and your own practices, and complete “Part 1: Self-Assessment”** by rating your current practices with the following key:
 - Mark “**A**” for “**always**” if this is something that you or your program always does
 - Mark “**S**” for “**sometimes**” if this is something that you or your program sometimes does
 - Mark “**N**” for “**never**” if this is something that you or your program never does
 - Mark “**?**” if you need more information to determine if there is something your program does



PART 2: STEPS FOR ACTION

- Consider how you scored the self-assessment portion of the “Planning & Implementation” section, in addition to what you have learned in this training so far
- Use this information to complete the “Part 2: Steps for Action” portion of the handout
- Choose at least one “Area for Improvement” and develop two to three “Strategies for Completion” that you will use to ensure improvement in each area, then set a target “Completion Date”

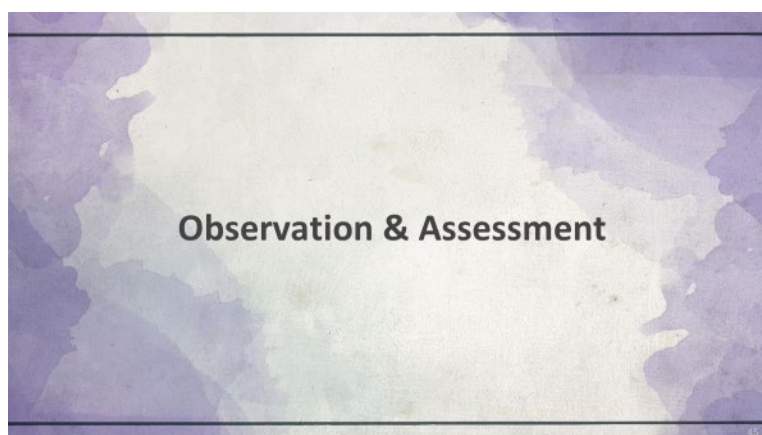
Louisiana Believes 44

Facilitate the Steps for Action activity portion of the Curriculum Implementation Checklist. Participants will create a list of areas for improvement and strategies that they can utilize to improve their curriculum implementation practices when they return to their programs.

Review the instructions with participants:

- **Consider how you scored the self-assessment portion of the “Planning & Implementation” section, in addition to what you have learned in this training so far**
- **Use this information to complete the “Part 2: Steps for Action” portion of the handout**
- **Choose at least one “Area for Improvement” and develop two to three “Strategies for Completion” that you will use to ensure improvement in each area, and then set a target “Completion Date”**

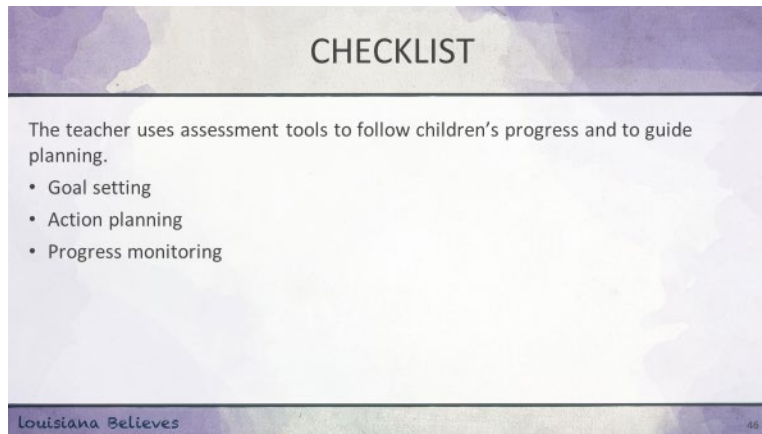
Trainer Note: This is a reflective activity and participants do not have to share their responses if they do not want to. However, you can discuss example areas of improvement with aligned strategies for completion if time allows and you feel the participants will benefit from the knowledge.



Observation & Assessment

45

Observation and assessment are also elements of successful curriculum implementation.



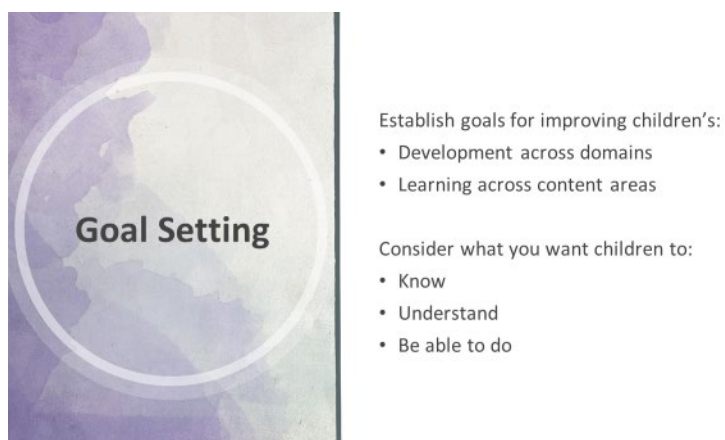
We will now discuss how observation and assessment are also key elements of successful curriculum implementation.

As part of curriculum implementation, teachers should be using a variety of assessment tools to follow children's progress and to guide planning in addition to setting acceptable, measurable, and appropriate goals for children, and collecting evidence to measure progress.

To explore this further, we will look at:

- **Goal setting,**
- **Action planning,** and
- **Progress monitoring.**

Encourage participants to locate and read the Observation and Assessment section of the Curriculum Implementation Checklist.



According to the Head Start Early Childhood Learning & Knowledge Center, teachers should be **establishing goals for improving** school readiness **across domains**. Thus, setting goals focused on children's cognitive, social-emotional, physical motor, and language and literacy development, in addition to approaches to learning are needed.

It is also important that teachers focus on goals that address **learning across content areas** such as math, science, and creative arts, just to name a few.

Furthermore, it is essential that teachers **consider what they want children to know, understand, and be able to do** when setting goals and selecting and implementing aligned curricular activities and experiences.



Create and implement action plans for achieving the goals you have developed:

- Lesson planning
- Children's interests and progress
- Family input

In addition to developing goals, teachers should create and implement action plans for achieving the goals that have been developed.

To do this, teacher should be **planning** activities and experiences that align with the goals and learning standards within the curriculum. This also includes planning of aligned experiences throughout the day in a variety of settings – whole groups, small groups, center-based, and during routine and transitions.

Teachers should be regularly gauging **children's interest and progress** through the activities and experiences within the action plans. Adjusting and updating the plans as needed to facilitate continued development and learning.

Teachers should also seek information from **families** to be incorporated into these plans. This can be done by taking the information families have shared about their children into consideration when developing the action plans and associated activities and experiences. This input will also help teachers work with families to help in connecting children's learning experiences within the program to learning opportunities at home.



Assess children's progress on an ongoing basis:

- Observe and document individual progress
- Use information from multiple sources
- Collect, examine, and use data

Finally, teachers should be **assessing children's progress on an ongoing basis**.

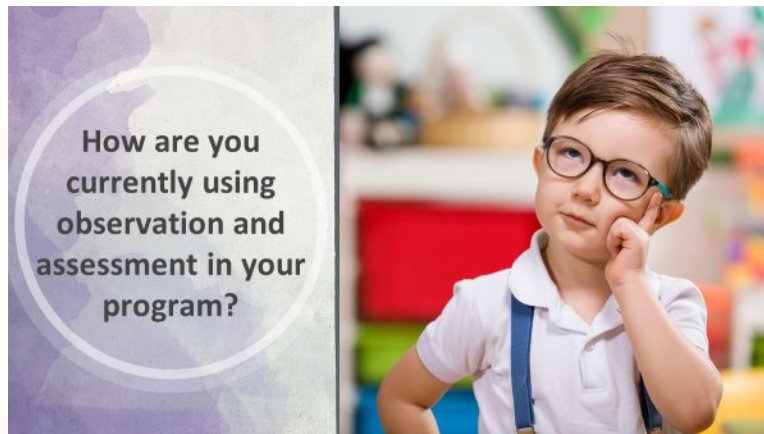
This can be done in various ways, three of which we will discuss briefly today.

Teachers should be **observing and documenting** children’s development and learning, something most of you are already doing via Teaching Strategies GOLD®. However, when tying it to the curriculum, observations also need to align with the goals and action plans that have been developed around the curriculum.

Thus, if one of the children’s goals is to recognize the letters in his name, the teacher should be observing how the child is progressing toward this goal and documenting his progress through anecdotal notes, work samples, photographs, and other artifacts that show learning and development. Or, if a curricular activity involves AB patterning, observation and assessment of the children’s ability to carry out this skill should be made.

As I just mentioned, there are **multiple** ways to collect **information**. These include anecdotal records, examples of children’s work, photographs or videos of children engaging in activities that showcase learning and development in action and may more. All of these elements combined should give the teacher a clear picture of children’s progressions related to their development and learning.

Finally, **data** is another important element of observation and assessment. Teachers should be collecting data on children’s individual goals and using it to guide teaching. Teaching Strategies GOLD® in addition to other early childhood assessment tools are good sources of data if their ongoing use is incorporated into early childhood programming. Teachers should work together to examine this data for patterns that reflect progress for both individual and groups of children and then use these findings to revise, develop, and implement plans for program improvement.



Now that we have discussed observation and assessment, take a moment to consider how your practices align with what has been presented so far.

You can do this by reviewing the items on the Curriculum Implementation Checklist in the “Observation and Assessment” section.

PART 1: SELF-ASSESSMENT

- Use the “Observation & Assessment” section of the Curriculum Implementation Checklist
- Consider what you have learned, and your own practices, and complete “Part 1: Self-Assessment” using the following key:
 - **A:** Always
 - **S:** Sometimes
 - **N:** Never
 - **?:** More information

Louisiana Believes 51

Facilitate the Curriculum Implementation Checklist activity. During this activity, participants will complete a self-assessment and reflection of their current curriculum implementation activities.

Review the instructions with participants:

- **Use the “Observation & Assessment” section of the Curriculum Implementation Checklist**
- **Consider what you have learned, and your own practices, and complete “Part 1: Self-Assessment”** by rating your current practices with the following key:
 - Mark “**A**” for “**always**” if this is something that you or your program always does
 - Mark “**S**” for “**sometimes**” if this is something that you or your program sometimes does
 - Mark “**N**” for “**never**” if this is something that you or your program never does
 - Mark “**?**” if you need more information to determine if there is something your program does

PART 2: STEPS FOR ACTION

- Consider how you scored the self-assessment portion of the “Observation & Assessment” section, in addition to what you have learned in this training so far
- Use this information to complete the “Part 2: Steps for Action” portion of the handout
- Choose at least one “Area for Improvement” and develop two to three “Strategies for Completion” that you will use to ensure improvement in each area, then set a target “Completion Date”

Louisiana Believes 52

Facilitate the Steps for Action activity portion of the Curriculum Implementation Checklist. Participants will create a list of areas for improvement and strategies that they can utilize to improve their curriculum implementation practices when they return to their programs.

Review the instructions with participants:

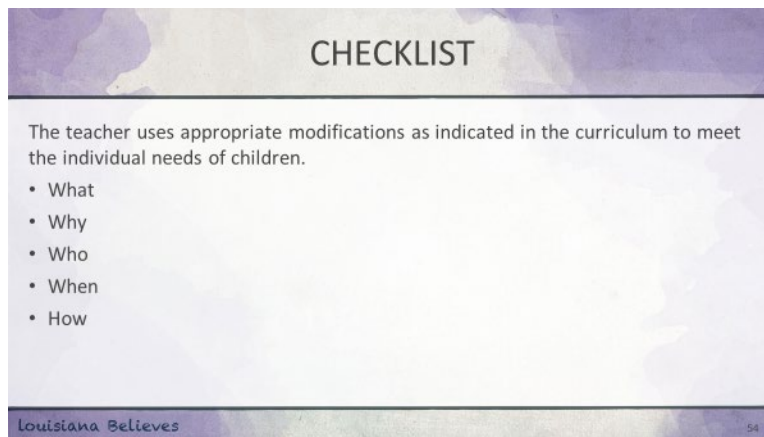
- **Consider how you scored the self-assessment portion of the “Observation & Assessment” section, in addition to what you have learned in this training so far**
- **Use this information to complete the “Part 2: Steps for Action” portion of the handout**

- Choose at least one “Area for Improvement” and develop two to three “Strategies for Completion” that you will use to ensure improvement in each area, and then set a target “Completion Date”

Trainer Note: This is a reflective activity and participants do not have to share their responses if they do not want to. However, you can discuss example areas of improvement with aligned strategies for completion if time allows and you feel the participants will benefit from the knowledge.



Our final section of the training focuses on the curriculum **modifications**.



It is important that **teachers use appropriate modifications to meet the individual needs of children**. To do this, we will explore the what, why, who, when, and how or curriculum modifications.

Ask participants if any of them can explain what curriculum modifications are.

WHAT

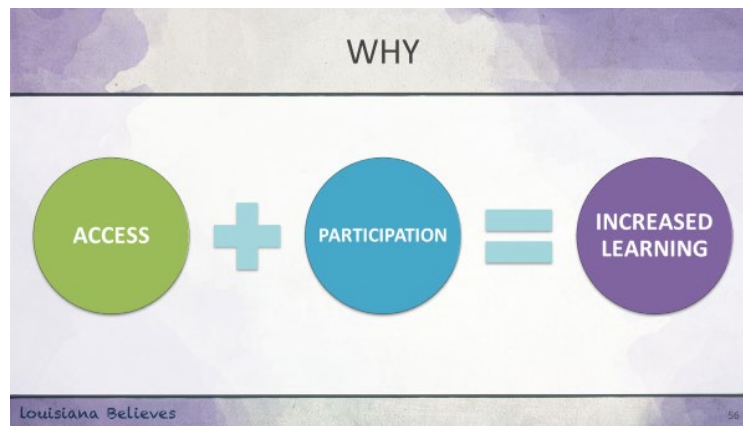
A curriculum modification is when a teacher changes an activity or materials in an effort to facilitate or increase children's engagement in classroom activities.

- Participation
- Interest
- Development
- Learning

Louisiana Believes 55

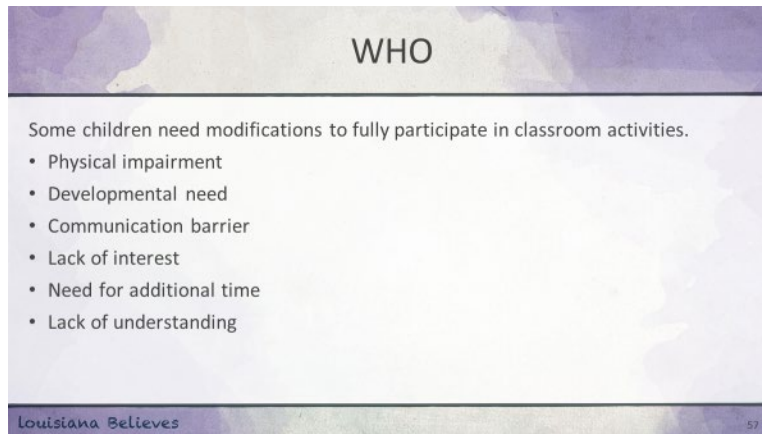
A curriculum modification is when a teacher changes an activity or materials in order to facilitate or increase children's engagement in classroom activities. Modifications are small changes that do not significantly affect the scope and sequence of the curriculum. They just improve the activities for the children involved.

These small changes can greatly impact a child's **participation, interest** in learning, as well as provide increased opportunities for **development and learning**.



Even the best curricula and well-developed lesson plans don't always meet the needs of all children. Therefore, additional steps need to be taken through modifications to increase participation and facilitate development and learning for some children. These simple modifications can help children progress in situations where they may struggle to do so otherwise.

According to the Hear Start Early Learning and Knowledge Center: "Modifications provide access to planned activities, interactions, and routines. Increased access leads to a higher level of participations. (And) participating in a meaningful way provides a greater opportunity for learning."



WHO

Some children need modifications to fully participate in classroom activities.

- Physical impairment
- Developmental need
- Communication barrier
- Lack of interest
- Need for additional time
- Lack of understanding

Louisiana Believes 57

Some children need modifications to fully participate in classroom activities. However, all children may need and can benefit from modifications at some point or another to help facilitate their engagement, learning, and development.

For the following modifications, feel free to give other examples or ask participants to share examples.

Children with a **physical impairment**, such as reduced hearing, may need to sit closer to the teacher during story time to hear the story.

Children with **developmental needs**, such as those who are progressing in their development slower than other children, may need activities adjusted to match their current level of development. This is the same for those that are more advanced in their development as they may need more challenging tasks. Think of the adjustment that have to be made for an early walker in an infant classroom.

Children with **communication barriers**, such as those whose home language is not English (or English Language Learners), will need activities adjusted to include instructions, labeling, explanations, and other elements of verbal communication in their home language to facilitate participation, development, and learning.

Activities may also need to be adjusted to address children's **lack of interest, need for additional time, or lack of understanding**. Sometimes, despite how well we have planned activities and experiences, adjustments need to be made in how we implement the lesson, experience or materials to address these and other factors affecting children's learning and development.

If time allows, ask participants to brainstorm other reasons that modifications may need to be made.

WHEN

Modifications should be made when children are not fully participating in one or more classroom activities.

- When all elements of high-quality teacher-child interactions are in place
- When a child is interested, but not participating
- Before moving onto one-on-one or more focus instruction

Louisiana Believes 58

Modifications should be made anytime children are not fully participating in one or more classroom activities.

If **all elements of high-quality teacher-child interactions are present**, but children aren't engaged, a modification may be needed to increase participation and facilitate learning and development.

If **a child is interested and not participating**, a modification may be needed to encourage or help the children actively participate.

Finally, modification should be made to existing activities and experiences **before providing more focused or one-on-one attention**. Children should have the opportunity to participate in all classroom activities and experiences through modifications rather than pulling them out of these experiences.

HOW

Modifications should be made so children can take full advantage of classroom activities.

• Alter the environment	• Use special equipment
• Adapt materials	• Provide adult support
• Simplify the activity	• Utilize peer support
• Integrate child preferences	• Facilitate invisible support

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Modifications should be made so children can take full advantage of classroom activities.

There are several ways teachers can do this. Several are listed here, and we will discuss examples of each.

Teachers can **alter the physical classroom environment**, such as widening the openings between shelves to allow for a wheelchair to enter and exit centers, to facilitate participation, engagement, and learning. They can also change the social environment by involving a shy child in a small group activity that is very appealing and motivating like playing in the sand table.

Materials can be adapted to facilitate use and increase participation. For example, popsicle sticks can be added to the bottoms of book pages so a child with limited fine-motor ability can turn a page. Or pencils can be shortened, or stickers added near the tip of facilitate appropriate pencil grasp.

If a child is not yet able to put things in order from smallest to largest, encourage him or her to sort by size instead, which is a precursor skill. This is a great example of a developmental adaptation. Or if a child gets frustrated with too many choices, provide him or her with just two to start, adding another once he or she is ready.

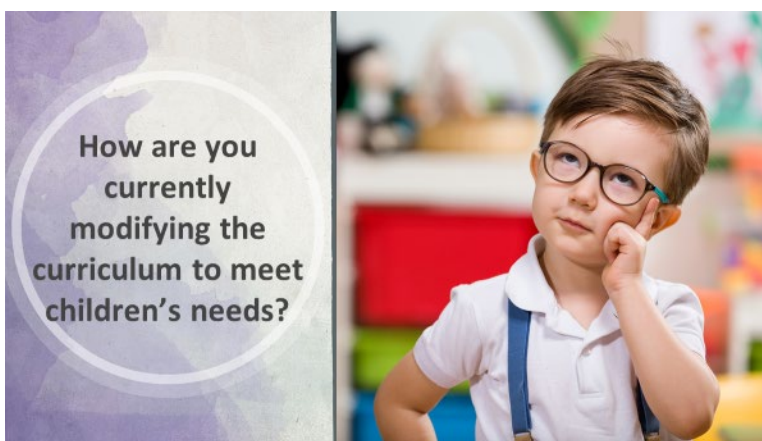
To get a child to join a center that she or he does not often visit, add materials that align with their interest, for example, for a child who only likes to play with dinosaurs, add the small dinosaurs to the math area for counting and sorting.

Special equipment is available to help children engage in classroom experiences and activities. Scissors with loops instead of finger holes are available for children who have trouble using regular scissors due to physical limitations. Fidget or sensory toys can be given to children who need sensory input to be attentive during circle time.

Modeling, encouragement, and praise from teachers are always excellent ways to easily encourage participation and facilitate learning and development.

Pair a child who is a dual language learner who rarely speaks and has limited participation with a child who speaks the same language. Or pair a child who a new child knows from a prior setting with a child who knows the program's routines to help him or her navigate the day.

Invisible support includes the purposeful arrangement in naturally occurring activities or events. So, an invisible support may be placing a child who has trouble waiting his turn first in line. Or calling on a child who needs more time to complete an activity last, so that the extra time is naturally provided.



Now that we have discussed observation and assessment, take a moment to consider how your practices align with what has been presented so far.

You can do this by reviewing the items on the Curriculum Implementation Checklist in the “Modifications” section.

PART 1: SELF-ASSESSMENT

- Use the “Modifications” section of the Curriculum Implementation Checklist
- Consider what you have learned, and your own practices, and complete “Part 1: Self-Assessment” using the following key:
 - **A:** Always
 - **S:** Sometimes
 - **N:** Never
 - **?:** More information

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Facilitate the Curriculum Implementation Checklist activity. During this activity, participants will complete a self-assessment and reflection of their current curriculum implementation activities.

Review the instructions with participants:

- **Use the “Modifications” section of the Curriculum Implementation Checklist**
- **Consider what you have learned, and your own practices, and complete “Part 1: Self-Assessment”** by rating your current practices with the following key:
 - Mark “**A**” for “**always**” if this is something that you or your program always does
 - Mark “**S**” for “**sometimes**” if this is something that you or your program sometimes does
 - Mark “**N**” for “**never**” if this is something that you or your program never does
 - Mark “**?**” if you need more information to determine if there is something your program does

PART 2: STEPS FOR ACTION

- Consider how you scored the self-assessment portion of the “Modifications” section, in addition to what you have learned in this training so far
- Use this information to complete the “Part 2: Steps for Action” portion of the handout
- Choose at least one “Area for Improvement” and develop two to three “Strategies for Completion” that you will use to ensure improvement in each area, then set a target “Completion Date”

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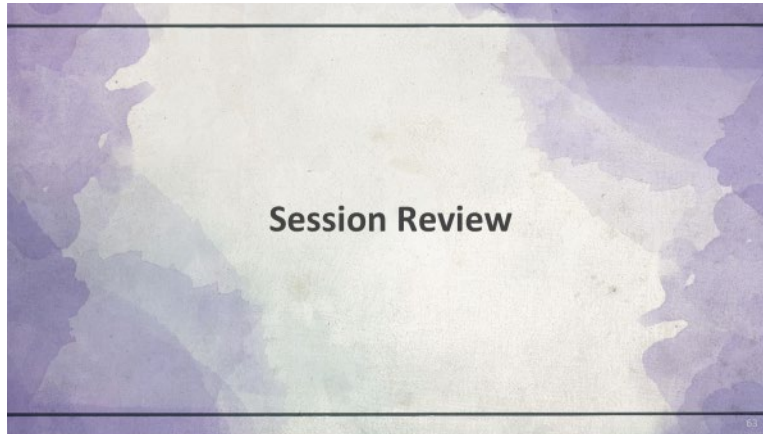
Facilitate the Steps for Action activity portion of the Curriculum Implementation Checklist. Participants will create a list of areas for improvement and strategies that they can utilize to improve their curriculum implementation practices when they return to their programs.

Review the instructions with participants:

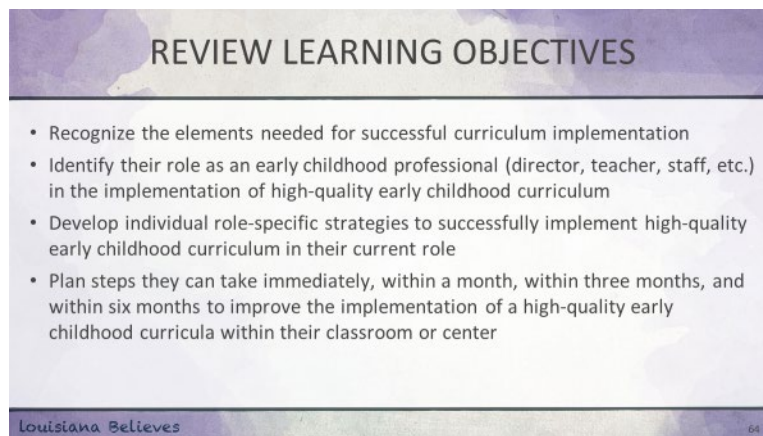
- **Consider how you scored the self-assessment portion of the “Modifications” section, in addition to what you have learned in this training so far**
- **Use this information to complete the “Part 2: Steps for Action” portion of the handout**

- Choose at least one “Area for Improvement” and develop two to three “Strategies for Completion” that you will use to ensure improvement in each area, and then set a target “Completion Date”

Trainer Note: This is a reflective activity and participants do not have to share their responses if they do not want to. However, you can discuss example areas of improvement with aligned strategies for completion if time allows and you feel the participants will benefit from the knowledge.



Thank participants for reflecting on their current practices and announce that you will briefly review the session’s learning objectives and then open the floor for comments and questions.



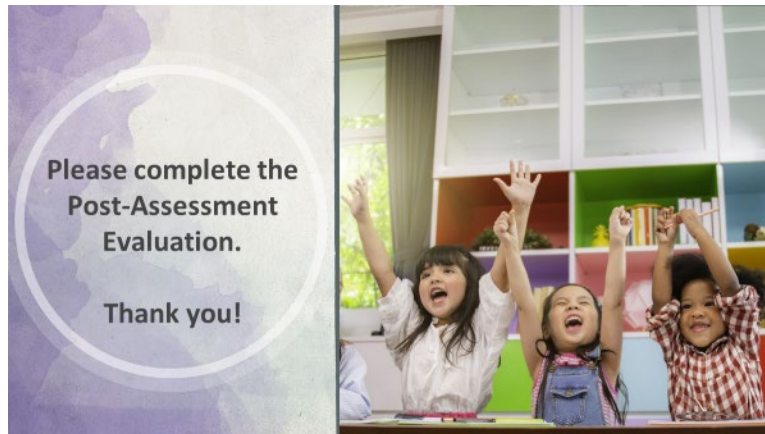
Explain that for each statement, they will show a “thumbs up” if they think we covered the objective, a “thumbs down” if we did not cover the objective, and a “sideways thumb” if we partially covered the objective.

Review learning objectives:

- **Recognize the elements needed for successful curriculum implementation,**
- **Identify their role as an early childhood professional (director, teacher, staff, etc.),**
- **Develop individual role-specific strategies to successfully implement high-quality early childhood curriculum in their current role, and**
- **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.**



Open the floor for participants' comments and questions.



That brings us to the end of our time. Thank you so much for your attention and hard work today. Before you go, please complete the Post-Assessment Evaluation.

When you have completed the evaluation, please fold it and leave it in the center of your table before you leave. I hope this has been valuable! If you have any additional questions, I will be available to talk further.

Thank you.

Post-Assessment Evaluation Guidance

- *Review the forms to identify the group's responses*
- *Compare the results and identify the areas in which participants expressed greatest growth and the areas in which participants might still need support*
- *Share results with Louisiana DOE representative to inform local continuing professional development efforts*