

Where Are You in the Curriculum Selection Process?

- Place a sticker dot on one of the following:
 - My program has selected a curriculum
 - My program has not selected a curriculum
- If your dot went in the column: “Has not selected a curriculum”, write a brief statement on a post-it note outlining the barriers to selecting a curriculum





Guidance for Selecting a Curriculum

2017 Teacher Leader Summit

Objectives

Participants will be knowledgeable about the:

- State's curriculum review process
- Links between high-quality curriculum and GOLD[©] and CLASS[™]
- Strategies for selecting a curriculum that best fits their program's needs
- Opportunity to participate in the *Child Care Curriculum Initiative*

What This Means for Teachers and Children:

Teachers are equipped to provide interactions and instruction that support children's readiness for kindergarten.

A photograph of a baby sitting on a light-colored floor, playing with a colorful stacking ring toy. The baby is wearing a striped shirt and is looking up and to the right with a happy expression. The background is a textured, light-colored wall with some blue and green accents. The text "Louisiana's Curriculum Review Process" is overlaid on the image in a white box.

Louisiana's Curriculum Review Process

Louisiana's Curriculum Review Process

Through a rigorous evaluation process, the LDE is rating curriculum based on:

- Alignment to the Birth to Five Standards
- Cultural and linguistic sensitivity
- Options for family engagement
- Ease of use by staff
- Quality and complexity of learning activities
- Embedded assessment
- Potential for individualizing instruction
- Developmental appropriateness

What This Means for Programs:

They are able to choose instructional materials that are best for children and families they serve.



**Linking High-Quality Curriculum to
GOLD[©] and CLASS[™]**

Linking High-Quality Curriculum to GOLD[®]

GOLD[®]

- Use the assessments embedded through activities and routines to collect information on children’s knowledge and skills. Typically, the curriculum suggests a specific activity and offers tools or guidance on how to gather the information (e.g. checklists, work samples, observations, etc.)
- Enter this assessment documentation into GOLD[®] (for example: type anecdotal notes, copy and scan items such as checklists, upload photographs of children’s activities or work samples, etc.)

The assessments included in Tier I curriculum help teachers know what to put into GOLD[®] and take the “guesswork” out of what should be assessed and how.

What This Means for Teachers and Children:

Teachers are equipped to assess children’s progress and plan instruction and activities to support their readiness for kindergarten.

Linking High-Quality Curriculum to GOLD[®]

Circle Time/Story Time Observation Guide

Theme 1: Ready for School! Week 1: My School

Observe **Directions:** For each Observe feature in the *Teaching Guide*, enter names of children who demonstrated the skill or who may need follow-up. Provide intervention as needed using each day's One-to-One Follow-Up suggestions.

	1 NO EXPERIENCE	2 NO EXPERIENCE	3 NO EXPERIENCE
Monday	This Is My School Date: _____ Observe whether children can identify themselves by name. Social-Emotional Skill Observed Needs Follow-Up	This Is Story Time Date: _____ Observe whether children can repeat predictable parts of stories or retell one or two details from familiar stories. Comprehension Skill Observed Needs Follow-Up	This Is Circle Time Date: _____ Observe whether children can recognize and identify AB patterns. Mathematics Skill Observed Needs Follow-Up
Tuesday	Healthy at School Date: _____ Observe whether children can answer questions and add ideas using complete sentences. Oral Language Skill Observed Needs Follow-Up	Owen Date: _____ Observe whether children can follow directions and classroom routines with assistance or when reminded. Social-Emotional Skill Observed Needs Follow-Up	Ready for School! Date: _____ Observe whether children understand that stories contain letters and words. Emergent Writing Skill Observed Needs Follow-Up
Wednesday	Working Together Date: _____ Observe whether children recognize peers' feelings in group activities. Social-Emotional Skill Observed Needs Follow-Up	Patterns in School Date: _____ Observe whether children can recognize and identify AB patterns with objects. Mathematics Skill Observed Needs Follow-Up	The Kissing Hand Date: _____ Observe whether children can remain focused on a single task in a group activity. Social-Emotional Skill Observed Needs Follow-Up
Thursday	Mini Schedules Date: _____ Observe whether children can write linear scribbles or simple shapes and identify them as writing. Emergent Writing Skill Observed Needs Follow-Up	This Is the Alphabet Date: _____ Observe whether children attempt to engage peers in conversation in appropriate ways. Oral Language Skill Observed Needs Follow-Up	Raccoon Puppets Date: _____ Observe whether children show understanding by appropriately responding to simple questions about stories. Oral Language Skill Observed Needs Follow-Up

Assessment

Early Childhood Inventory



Formally assess and track each child's emerging skills.

Print Materials

Enter Results

View Reports

Classroom Observation Guides



Record daily observations of whole-and small-group experiences.

Individual Observation Guides



Track individual child's progress across all learning areas.

Anecdotal Records



Collect anecdotal notes for each child on an ongoing basis.

Linking High-Quality Curriculum to GOLD[®]

Food Word Sounds

Point to the sandwich on Big Wall Chart 6. Say the word “sandwich” emphasizing the initial /s/.

Then say a series of word pairs. Have children use the **Thumbs Up/Thumbs Down** routine to indicate whether each pair of words has the same initial sound.

Say these word pairs: sandwich/soup, juice/milk, peach/pear, apple/banana, bagel/beans.

- Would this activity allow a teacher to understand a child’s level of proficiency?
- If so, what is the GOLD[®] Objective? Are there others?
- What method would best capture evidence of children’s learning?

Linking High-Quality Curriculum to GOLD[©]

Create a Classroom Feast

Invite children to hold a make-believe feast of their own.

Set out tableware and an array of toy foods from the Dramatic Play Center. Have children pretend to be the animals from the book and set the table counting each item.

Then ask them to take turns selecting a food and presenting it to the class.

Help the children name each food and encourage them to describe it.

Model complex sentences, such as *“This is an eggplant, and it is shiny and purple on the outside.”*

- Would this activity allow a teacher to understand a child’s level of proficiency?
- If so, what is the GOLD[©] Objective? Are there others?
- What method would best capture evidence of children’s learning?

Linking High-Quality Curriculum to GOLD[©]

EXTENDED PLAY: Toss and Graph

Gather plastic fruit and a large basket or bowl. Group children into two teams. Invite each team to name itself, and write both names on the board.

Challenge the teams to take turns trying to toss pieces of fruit into the bowl. Each time a team member gets a piece of fruit in the bowl, make a tally mark under that team's name.

When children have finished playing, work together to graph the results.

Which team got the most points?

- Would this activity allow a teacher to understand a child's level of proficiency?
- If so, what is the GOLD[©] Objective? Are there others?
- What method would best capture evidence of children's learning?

Linking High-Quality Curriculum to CLASS™

High-quality curriculum support interactions measured by CLASS™

- Teacher Guides/Manuals
- Sample(s) of schedules
- Daily/weekly/monthly lessons
- Vocabulary lists and instructions for introducing new and unique words
- Samples of instructions or explanations within lessons
- Open-ended questions within lessons
- Supplemental activities/experiences
- Suggested materials list(s) including teacher-made materials or those provided by families
- Suggestions for differentiating instruction

What This Means for Teachers and Children:

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Linking High-Quality Curriculum to CLASS™

Read Together

Prepare children to listen attentively using the **Ready, Set, Listen!** routine. As you read, invite children to track the text. Explain that *rumbled* means “moved in a noisy way.” Invite children to rumble as they move like a heavy train.

Have volunteers point to each of the items the little train is carrying, such as *giraffes with long necks* and *big golden oranges*.

Ask children to look at the pictures and tell how the little train and toys felt when the other engines wouldn't help them. Share the meaning of *jolly* as you discuss their happy expressions at the end.

After reading, ask children to reflect on the story events. Revisit the predictions they made and then confirm them.

- ❑ What Domain(s) and Dimension(s) in CLASS™ are covered through this activity?

Linking High-Quality Curriculum to CLASS™

Ask children if they remember what happened when they put ice cubes in water and observed **changes**. Invite children to be scientists again and observe changing heavy cream into butter in this **experiment**.

Help children fill baby food jars halfway with heavy cream. Have them place a clean marble inside each jar, screw the lid on tightly and shake. Have them stop shaking the jars after a few minutes and observe how the heavy cream is changing.

Ask: What do you think will happen next? When lumps of yellow butter form, pause again. What happened to the cream? How did it change? Encourage children to discuss and record their observations.

- ❑ What Domain(s) and Dimension(s) in CLASS™ are covered through this activity?

Linking High-Quality Curriculum to CLASS™

Blooming Flowers

Remind children of how a flower grows from a seed planted in the **soil**, to a **seedling sprouting** from the ground, and slowly **unfurling** to look up at the sun. The teacher says:

“Let’s pretend we are growing into flowers. We’ll start as a quiet seed in the ground, and then grow!”

“Let’s see how small you can make yourselves to look like seeds. How will you sprout and grow?”

Ask children to take turns leading the group in different ways they could sprout and grow.

- What Domain(s) and Dimension(s) in CLASS™ are covered through this activity?



**Strategies for Selecting a Curriculum that
Best Fits Program Needs**

Strategies for Selecting a Curriculum that Best Fits Program Needs

Before programs choose a curriculum, it is recommended that administrators:

Step 1:

Read LDE Online Reviews

Step 2:

Preview Publisher's Websites

Step 3:

Meet with staff

What This Means for Programs:

They are knowledgeable about curriculum options available to them.

Strategies for Selecting a Curriculum that Best Fits Program Needs

Step 1: Read LDE Online Reviews

- Go to: <http://www.louisianabelieves.com/>
 - > Teaching + Learning
 - > Instructional Materials Reviews
 - > Access Tiered Reviews

What This Means for Programs:

They are knowledgeable about curriculum options available to them.

Strategies for Selecting a Curriculum that Best Fits Program Needs

Step 2: Preview Publisher's Website

Infant/Toddler Curriculum:		Three- and Four-Year-Old Curriculum:	
Publisher	Curriculum	Publisher	Curriculum
Frog Street Press	<i>Frog Street</i>	Abrams	<i>Develop, Inspire, Grow (DIG)</i>
Kaplan	<i>Learn Every Day, the Program for Infants, Toddlers and Twos</i>	Frog Street Press	<i>Frog Street</i>
Teaching Strategies	<i>Creative Curriculum</i>	Houghton Mifflin Harcourt	<i>Big Day for PreK</i>
		Pearson	<i>Our World of Learning (OWL)</i>
		Teaching Strategies	<i>Creative Curriculum</i>
		Voyager Sopris	<i>We Can Early Learning Curriculum</i>

Strategies for Selecting a Curriculum that Best Fits Program Needs

Step 3: Meet with staff

Conduct a meeting with staff and assess their ability to and interest in successfully implementing the curriculum.

- Would materials and activities be easy for them to follow?
- Would teachers use the embedded assessments to help them plan?
- Would teachers use guidance for communicating with families on their child's education and care?

***What This Means for Programs:
They are knowledgeable about curriculum implementation.***



**Opportunity to Participate in the
*Child Care Curriculum Initiative***

Opportunity to Participate in the *Child Care Curriculum Initiative*

To improve kindergarten readiness, the LDE is supporting teachers in Type III centers by reimbursing a portion of the cost for a Tier I Early Childhood Curriculum:

Step 1:

Purchase a
Tier I
Curriculum

Step 2:

Contact the
local Child
Care
Resource &
Referral
Agency

Step 3:

Follow up with
training and
curriculum
implementation

Step 4:

Train
teachers on
the
curriculum

Step 5:

Enter
curriculum
information
into the
Teaching
Strategies
GOLD[®]
system

What This Means for Teachers and Children:

Teachers are equipped to provide interactions and instruction that support children's readiness for kindergarten.

Opportunity to Participate in the *Child Care Curriculum Initiative*

Step 1: Purchase a Tier I Curriculum

- Review the Guidance on choosing Tier I curriculum
- Purchase an Infant/Toddler and/or PreK Tier I curriculum kit from the list of approved curricula.
- Programs are responsible for KEEPING INVOICE(S) AND DELIVERY RECEIPT(S)*

*Programs may purchase a maximum of two curriculum kits in any combination of infant, infant/toddler, or pre-K curriculum or two of the same curriculum

What This Means for Teachers and Children:

Teachers are equipped to provide interactions and instruction that support children's readiness for kindergarten.

Opportunity to Participate in the *Child Care Curriculum Initiative*

Step 2: Contact the local Child Care Resource & Referral Agency

- Complete an application and sign assurances
- Complete an Implementation plan
- Provide receipts for the purchased curriculum
- Get reimbursed for 80% (maximum \$4,000) of the cost of the curriculum

***What This Means for Teachers and Children:
Teachers are equipped to provide interactions and instruction that support
children's readiness for kindergarten.***

Opportunity to Participate in the *Child Care Curriculum Initiative*

Step 3: Follow up with training and curriculum implementation

- Participate in a general training on implementing a curriculum through the local Resource and Referral Agency
- Provide updates and reports as requested by the local Resource and Referral Agency and state office

***What This Means for Teachers and Children:
Teachers are equipped to provide interactions and instruction that support
children's readiness for kindergarten.***

Opportunity to Participate in the *Child Care Curriculum Initiative*

Step 4: Train teachers on the curriculum

- Provide Tier I curriculum and materials to teachers with adequate training and time so they are prepared to use the new tools
- Ensure all other classroom materials not included with the curriculum support children in meeting the standards
- Ensure all other training teachers receive support the instructional approaches and strategies found in the curriculum

What This Means for Teachers and Children:

Teachers are equipped to provide interactions and instruction that support children's readiness for kindergarten.

Opportunity to Participate in the *Child Care Curriculum Initiative*

Step 5: Enter curriculum information into Teaching Strategies GOLD[®]

- Enter Tier I curriculum information into the appropriate field for all classrooms.
- Contact ivy.starns@la.gov, patsy.palmer@la.gov or the Teaching Strategies Louisiana Tech Support Hotline at 1-866-248-2575 if there are any challenges entering this information.

What This Means for Teachers and Children:

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For more information, contact:

Mary Jo Smith: MaryJo.T.Smith@la.gov

Ivy Starns: Ivy.Starns@la.gov