

# Curriculum Approaches

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## Arkansas

Arkansas' ELDS are the foundation of the ABC program. ABC programs must use a state-approved curriculum that aligns to the standards; children are assessed with an observation-based assessment that measures the extent to which children are meeting the expectations outlined in the standards; and educators are trained on how to support children's development and learning toward the standards. (e29)

Sections 13.01, 13.05, and 13.06 of the ABC standards require that ABC programs be developmentally appropriate and use a written curriculum that is culturally appropriate and focuses on all domains of child development including social emotional development, creative/aesthetic learning, cognitive and language development, and physical development. The ABC standards require that each curriculum used in ABC programs be approved by DCCECE.

DCCECE undertakes a rigorous curriculum adoption process to review the evidence base and cultural and linguistic appropriateness of published curricula and provides a vetted list of curricula that can be used in the ABC program. The last curriculum review was conducted in 2012. Appendix B.4.3 includes the criteria used to select the approved curricula, as well as the currently approved list. (e35-e36)

### Goal 6 – Create alignment documents

- 6.2 – Create curriculum/assessment alignment template for revised ELDS.
  - Indicator of success - Provide information on alignment to state-approved curriculum used in ABC programs, KEA, and Work Sampling assessment system used in ABC programs. Docs expected to be created by July 2016; DCCECE, ADE, & HS State Collab Office involved (e52)

See page e290 for Core Curriculum list (Section 13 of ABC Program Standards) - Adventures in Learning, Comprehensive Preschool Program (Abrams)\*, Core Knowledge, Creative Curriculum, Curiosity Corner, DLM Early Childhood Express, Harcourt Preschool Programs\*, High Reach\*\*, High/Scope, Houghton Mifflin Pre-K, The Investigator Club, Montessori, Opening the World of Learning, Pebble Soup, Preschool First, Project Approach, Reggio Emilia, Scholastic Early Childhood Curriculum

*\*Must order and use all components*

*\*\*The "fun page" packet may not be used.*

Emphasizes importance of "strong links between curriculum and assessment, comprehensive services, and culturally and linguistically sensitive practices."

### Program standards

- Staff qualifications – "Lead teachers must be able to demonstrate competency in the areas of developmentally appropriate programming, curriculum development and daily classroom management."; non lead teachers - Teachers must be able to demonstrate competency in the

areas of developmentally appropriate programming, curriculum development and daily classroom management.” (e223)

- 13.04 The program shall be individualized to meet the needs of each student enrolled. Each curriculum model and the actual classroom practice will be assessed using the applicable environmental rating scale to ensure the model is developmentally appropriate. (e226)
- 13.05 The program shall have a written overall curriculum plan which is arranged in thematic units, projects or topics of study and includes goals and objectives related to the following: cultural diversity, social/emotional development, creative/aesthetic learning, cognitive/intellectual learning, physical development and language. (e226)

Key Content Areas and Core Competencies for Early Care and Education Professionals – “supporting learning and development through curriculum planning and implementation”

Curriculum training

- 11-15 Required Trainings - Curriculum Trainings (one-time for all classroom staff)
  - Arkansas Early Childhood or Infant/Toddler Frameworks
  - Pre-K Ella (Early Literacy Learning in Arkansas)
  - INDEX (Math and Science for Young Children)
  - SEL (Social/Emotional Learning in Arkansas)

Directors and coordinators must ensure teachers and paraprofessionals have adequate training on the selected curriculum model. Funds from the ABC curriculum budget may be utilized for curriculum training. (e291)

Arkansas Early Childhood Curriculum Evaluation Tool (e311)

Curriculum Review table – lists curriculum, strengths, considerations, estimated cost, and training (e321)

## **Connecticut**

State-funded preschool programs in Connecticut are required to adhere to program quality standards that address developmentally appropriate practice, cultural and linguistic responsiveness, the use of standards-driven evidence-based curricula, and rich learning environments. (e31)

In addition, all State Preschool Programs are required to implement curricular approaches that align to the state’s early learning and development standards. (e32)

## **PD**

The Office of Early Childhood is also partnering with the Center for Early Childhood Education (CECE) at Eastern Connecticut State University to develop web-based videos and related guidance on the CT ELDS to increase access and to support professional development, staff training, and workforce preparation. The guidance and related policies will address use of the CT ELDS as part of a cycle of intentional

teaching involving aligned assessment tools, developmentally appropriate curriculum and instruction, and culturally and linguistically responsive practices. (e47)

*Connecticut Preschool Curriculum Framework*. State of Connecticut 2006 [cited June 2012]. Available from [http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Early/Preschool\\_Assessment\\_Framework.pdf](http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Early/Preschool_Assessment_Framework.pdf)

Connecticut's Early Childhood Workforce Core Knowledge and Competencies domains – 1. Is building meaningful curriculum

### **Monitoring**

Due to the recent roll-out of new Connecticut Early Learning and Development Standards, the Office of Early Childhood is currently revising policy and guidance related to monitoring practices related to curriculum, instruction and assessment. The revised policy and guidance is anticipated to be implemented by January 2015. This policy and guidance will be shared with the school readiness liaison and early learning provider, and technical assistance will be provided. (e126)

### **Transition/ P-3**

Preschool and kindergarten teachers collaborate to align curriculum with the Early Learning and Development Standards and the K-12 Common Core. (e134)

University of CT Pre-K to Grade 3 Leadership Program – will include training on special considerations from curriculum, instruction and assessment pre-K to 3<sup>rd</sup>

## **Hawaii**

HELDS do not prescribe specific teaching practices or materials, as they were designed for all children, regardless of their enrollment in a specific program setting. Guidance is being developed by various stakeholders to create age-specific and possibly setting-specific implementation strategies and guides that identify resources and curriculum ideas and activities. Some training has already been conducted for educators by the University of Hawaii (UH)'s Hawaii P-20 Partnership in Education (Hawaii P-20) and the Hawaii Association for the Education of Young Children (HAEYC). (e24)

PD – ongoing – curriculum included

To ensure children are learning and progressing in their growth and development, the State has supported the concept that the curriculum implemented in the program must be aligned with HELDS. To measure a child's progress in these domains, the teachers will be required to conduct ongoing formative assessments on each child. (e28)

Social Emotional Development. Hawaii continues to promote the evidence-based curriculum from the Center on the Social Emotional Foundations for Early Learning (CSEFEL) through its community-based

trainings and the HDOE's Professional Development and Educational Research Institute (PDERI) website. CSEFEL is focused on promoting the social emotional development and school readiness of young children birth to age five. Hawaii was part of the first cohort of CSEFEL states and continues to promote the curriculum and training to support children's social emotional development. Hawaii also promotes the Second Step Curriculum, a violence prevention/social skills curriculum to support healthy child development. (e29)

## **PD**

Once completed by June 2015, the creation of an eight-hour training module for the charter school teachers on the new domain and support in aligning their curriculum to HELDS will occur. This training will first be offered to the initial four classrooms on Hawaii Island in the summer or fall of 2015. Two days of training on HELDS will be offered annually. The number of offerings and number of schools that participate in the training in Years 2 and 3 of the grant will increase as more classrooms are opened throughout the state. Hawaii P-20 will create a new position, the P-3 Charter School Specialist, who will be responsible for conducting these trainings. In addition, Hawaii P-20 will contract with a Hawaiian language expert to support this work. (e40)

Hawaii P-20 will be supporting the sharing of instructional tools and curriculum through the professional development trainings it will be offering to all charter school preschool staff. In addition, local early childhood providers will be able to attend the workshops and other professional development opportunities. (e86)

## **Transition/B-3**

Year 3 – P-3 Learning Lab School Team, at minimum activities include “Promote cross-visitation between ECE and kindergarten practitioners to promote horizontal and vertical alignment of curriculum and assessment to ensure that all of the communities’ preschool-aged children are well-prepared for full-day kindergarten.” (e100)

## **Illinois**

The State will also support a Preschool to Third Grade Continuity Project in collaboration with a state university to support alignment and integration of curriculum and comprehensive services among preschool providers and K-3 schools in the Selected Communities. (e15) series of P-3 Institutes

Screening, assessment, and curriculum are aligned with IELDS.

A research-based curriculum and assessment system aligned with the IELDS and the World-class Instructional Development and Design (WIDA) English Language Development Standards and Early Spanish Language Development Standards. (e30)

All PFA programs are held accountable to the Illinois Birth to Five Program Standards (page 118 in Appendix), which are fully aligned with ExceleRate Illinois (see below). The standards require a research-

based curriculum (aligned to the IELDS) (e45); Compliance with Program Standards is assessed through program audits by ISBE, which uses the Environment Rating Scales and a compliance checklist to monitor programs.

Programs are required to select and appropriately implement formative assessment measures using a valid, reliable tool that is aligned with the IELDS and with the program's curriculum.

The areas of curriculum and instruction also have strong ties to protective factors and healthy development through the Illinois Social Emotional Learning Standards(e59)

Nutrition education will be integrated into the classroom curriculum, and parent education services will include nutrition education.(e104)

As a part of the Memorandum of Understanding, participating districts have committed to the following strategies specifically to ensure preschool-to-third grade alignment:

- Curriculum alignment between the More at Four program and the kindergarten program into which children will transition, including joint professional development opportunities for teachers(e114)

State will engage districts in planning & implementation efforts that includes alignment of standards, curriculum and assessment (e114)

## **Louisiana**

**Review Curriculum:** To support early learning providers to deliver high-quality lessons, the LDE will review early childhood curricular materials to support providers in selecting instructional materials aligned to the *ELDS* and kindergarten readiness. The LDE will do the curricular review as part of the report card field test and Learning Year (e103)

LA4 (public) and NSECD (nonpublic) programs – “Research-based, age appropriate instruction, curricula, and learning environments aligned to the state’s Early Learning and Development Standards (e45)

State will work with subgrantees and early learning providers, one of the areas is in upgrading organizational capacity and infrastructure to strengthen connections between early childhood and K-3 and achieve coherence in areas such as standards, curriculum, and assessment (e89)

Community Network Pilots (consortia of early childhood providers must represent public and nonpublic preschool programs, child care, and Head Start, with a coordinating partner that serves as fiscal agent) – provide PD

## Maine

In order to be approved by MDOE, public preschool programs will have to demonstrate how their curricula and assessments align to these standards. (i.e. Maine ELDS)

### PD

- contract PD Coaches to provide targeted, evidence-based training and TA. Implementing curriculum using research-based instructional strategies is one of the areas coaches will cover.
- state level project manager will coordinate with the subgrantees professional development in evidence-based curriculum.
- Annual training & technical assistance on research-based curricula and assessment to each subgrantee
- Each subgrantee budgeted for a full-time Preschool Coach/Coordinator (hired & employed at SAU level) – research-based curriculum training with preschool teacher in first year; after baseline CLASS data collected, will work monthly to design and execute appropriate PD strategies for preschool classrooms

*Public Preschool Program Standards* –have a provision for ongoing monitoring & support (curriculum and instruction are part of program standards)

## Maryland

The support for English learners is mainly facilitated through the recruitment in high quality programs with a strong language and literacy curriculum. Maryland’s curriculum review process for determining State-recommended commercial preschool curricula include criteria for English learners. Regarding this grant, all prekindergarten programs in community-based programs must adopt a preschool curriculum from the State-recommended list. (e33)

Instructional tools: All community-based programs under this grant must implement either a:

- Maryland’s Preschool Expansion Grant Page 59
- State-recommended curriculum (evidence);
- Local school system curriculum for prekindergarten; or
- Historically recognized preschool curriculum (i.e., Waldorf/Steiner, Montessori, or High Scope);

All prekindergarten in public schools must implement the local school system curriculum.” (e72)

Preschool curriculum project funded by MSDE (i.e., requirement for subgrantees to select either State recommended curricula, LEA Prekindergarten curriculum, or Historically recognized curricula) (e79)

The prekindergarten curriculum must align with the Maryland College and Career-Ready Standards (MCCRS). (e24)

Maryland's curriculum review process for determining State-recommended commercial preschool curricula include criteria for English learners. Regarding this grant, all prekindergarten programs in community-based programs must adopt a preschool curriculum from the State-recommended list. (e33)

Monitoring – PD on early learning standards, assessment, curricula, and family engagement

Use formative assessment to tailor curriculum to students' specific needs

## **Massachusetts**

The UPK Purpose Section states the following: "Promote the early learning guidelines to support school readiness and positive outcomes for children participating in UPK classrooms and homes."

All UPK programs must provide a developmentally appropriate program as evidenced by use of:

- Early Childhood Program Standards for Three and Four Year Olds and the Massachusetts Frameworks for Math and Literacy;
- Guidelines for Preschool Learning Experiences; and
- One of the 3 EEC-approved formative assessment tools:
  - i. Work Sampling System
  - ii. High Scope COR
  - iii. Teaching Strategies GOLD (e130)

Master Teachers: These individuals will have at least a Bachelor's Degree, with preference given to Master's Degrees, at least five years experience teaching preschool, experience implementing developmentally appropriate curricula aligned with the Massachusetts Curriculum Framework's Preschool Learning Standards, experience adapting and modifying curricula and teaching practices to help children learning English as a second language and with special needs to meet the standards, experience with a range of assessment tools, experience using child assessment data to inform curriculum development and create developmentally appropriate individualized learning activities, and experience providing mentoring to teachers. (e173)

Alignment with infants/toddler and K-3 with supports and services (i.e., curriculum...)

DEEC and LEA's jointly hire Master Teachers to provide preschool teachers with coaching, mentoring, curriculum guidance and support. (e53)

## **New Jersey**

*DOE Administrative Code for Preschool: New Jersey Administrative Code, 6A:13A, Elements of High Quality Preschool Programs:* This code ensures rigorous program standards for preschool programs



across settings in the 35 communities currently in the High-Quality State Preschool Program (and will be required for all programs included in the New Jersey Preschool Expansion Plan) (e42)

- requires the use of evidence-based curricula and assessments

Developmentally appropriate, culturally and linguistically relevant comprehensive curriculum (e30). Four currently used curricula - Creative Curriculum, HighScope, Tools of the Mind, and Curiosity Corner) (494)

All participating provider and school sites will enroll in GNJK. GNJK program standards are a culmination of each agency's evidence-based practices, from the High-Quality State Preschool Program's requirement for comprehensive curricula (e155)

*Curriculum and Program* (from Preschool Program Implementation Guidelines)

- Curriculum guidelines, as described in the *Standards*, are met;
- Teachers demonstrate knowledge of how children learn and develop;
- Teacher expectations vary appropriately for children of differing ages and abilities. Individual differences are respected;
- All aspects of the child are supported including language development, cognitive development, social and emotional development, and physical development;
- Children work and play individually or in small groups, minimizing whole-group activities with a balance between child-initiated and teacher-initiated activities; and
- The results of classroom observations indicate a high level of quality and curriculum implementation. (e514)

Key activity (each year) - School districts choose a curriculum and begin training through the Early Learning Training Academy (Training Academy)

Careful attention is paid to curriculum fidelity and implementation of assessments, and site-level, school district and state-level third party evaluations are regularly conducted to measure implementation.

Training and PD – includes curriculum implementation through Training Academy (each year)

Transition supports - Preschool to third grade teacher subcommittee discuss curriculum alignment and conduct assessment mapping exercise (e125); will have workshops with both preschool and elementary school teachers to discuss & coordinate curriculum & teaching practices (e131); subcommittee of Transition Team will meet to discuss their curricula and assessments (e131)

## **New York**

Again, the statutes and regulations governing the State's Pre-K programs emphasize the importance of excellent instructional practices. Building on past experience and seeking to deliver a robust instructional approach, all Full-Day Pre-K programs must "demonstrate quality in the following eight areas: (1) curriculum; (2) learning environment, materials and supplies; (3) family engagement and support; (4) staffing patterns; (5) teacher education and experience; (6) facility quality; (7) physical well-being, health and nutrition; and (8) partnerships with nonprofit, community and educational institutions." The Full-Day RFP goes on to state, "programs that provide more stimulation enhance child development and demonstrate creative approaches to improve early childhood education in these eight quality standard areas will receive a competitive advantage in the application process." Full-day Pre-k program applicants were asked to provide evidence of their plans to implement high-quality comprehensive curricula.

The applicant uses a written curriculum or curriculum framework that is evidenced-based (meaning research has been conducted regarding the relationship between the curriculum and children's learning), as well as developmentally appropriate, and that addresses the key domains of child development; it emphasizes language, emergent literacy, early mathematics skills, social and emotional development, physical abilities, and structured and unstructured play.

ii. The applicant uses a written curriculum or curriculum framework that aligns with the NYS Pre-K Foundation for the Common Core and ensures continuity with the Common Core State Standards in ELA and Math.

iii. All teaching staff receives quality annual training to implement the curriculum and supervision support is provided to staff to assist with curriculum implementation, through a plan for meaningful, sustained professional development for all partners.

## **Rhode Island**

CECE program-level and classroom-level standards for Curriculum (6.1 – 6.23) encompass all components of the federal definition (Appendix E, CECE 6.1-6.22) (e28)

Comprehensive, integrated Curriculum aligned with the Rhode Island Early Learning Standards

RI State Pre-K Monitoring Tool – C1 The classroom curriculum is based on a program curriculum framework. Both the framework and daily curriculum are aligned with the RI Early Learning and Development Standards (2013).

Teacher competency domain 4 is curriculum – "They use their experience and knowledge of 1) the RI Early Learning and Development Standards, 2) current research, theory and best practice of how

children learn and develop, 4) child assessment information, and 5) the unique interests, strengths and needs of the children and families in the program to design, implement, and evaluate meaningful, challenging curriculum. They know that this curriculum must allow for individualized learning opportunities and the intentional development of responsive and respectful relationships with each child, and advocate for resources and revisions to support optimal curriculum for all children.” (e521)

RIELDS Training Model – One is on Developing a Standards-Based Curriculum - This 36-hour, 12-session course focuses on developing an understanding of the RIELDS nine domains of learning and development and a working knowledge of the four components of curriculum: content, context, process, and teaching and facilitating. Participants examine their classroom curriculum and align their practices to the standards. This course is equal in rigor to a 100-level college course. (e42)

Other Training sessions expand on knowledge of four components of curriculum

Data from TS GOLD used to inform curriculum and assessment planning

Over the past year RIDE has re-defined state Pre-K Program administrator roles and supervisory responsibilities specific to supporting high-quality formative assessment practices and has developed PD and TA supports that focus on enabling programs to use TS GOLD in the way that it was intended – that is, to guide curriculum development and track individual child progress toward identified learning goals. (e71)

Induction PD sessions will cover curriculum (e99)

While the state Pre-K Program model is guided by comprehensive regulations and policies which guide the implementation of a high-quality program, it also includes flexibility in relation to the design and delivery of curriculum, avoiding “cookie cutter” curriculum and instead encouraging Pre-K teachers to incorporate various learning theories, research-based instructional tools and recommended teaching practices into their RI Early Learning and Development Standards-aligned curriculum. (e108)

## **Tennessee**

TN State Board of Education – Principles of High Quality Programs - Program curricula must align with the Tennessee Early Learning Development Standards. (e274)

Metropolitan Nashville Public Schools plans on adopting a universal curriculum in its pre-K classrooms – Creative Curriculum for Preschool (e325)

The SCS office of Early Childhood Programs is working to create a coordinated and cohesive Pre-K through 2nd grade continuum that aligns standards, curriculum, instruction, assessments, family engagement and professional development and creates a seamless and effective pathway of learning for all children.

Year 1 has built in costs for curriculum development materials (e109)

## Vermont

Public PreK in Vermont is a mixed delivery model. Various types of programs use different curricula and have different philosophical approaches. However, under Act 166 (see B3, page 23), and the previous Act 62 (see B3, page 23), all programs must meet the same program standards, child care licensing regulations, staff qualifications, and ensure that their programs align with Vermont's Early Learning Standards (VELS) (see B1, page 17). (e28)

Developmentally appropriate, culturally and linguistically responsive instruction and evidence-based curricula and learning environments that are aligned with Vermont's Early Learning and Development Standards (VELS) (e56)

Each Head Start grantee implements a research-based early childhood curriculum that promotes young children's school readiness in the areas of language and cognitive development, early reading and mathematics skills, socio-emotional development, physical development, and approaches to learning and that is aligned with the *Head Start Child Development and Early Learning Framework* and the *Vermont Early Learning Standards*. (e61)

Formative assessment is used to inform curriculum planning (e85)

## Virginia

developmentally-appropriate, evidence-based curricula and learning environments (e20)

The *Preschool Curriculum Review Rubric and Planning Tool* (Appendix B4) serves as a valuable resource to assist curriculum specialists and practitioners in developing appropriate curricula and/or analyzing their current curricula aligned to the *Foundation Blocks*. (e25)

Selecting an evidence-based curricula – timeline was for Jan-May 2015 to review & select vendor

Monitoring through VDOE – includes curriculum selection and implementation (e29)

Formative and summative assessments, include using data for deeper curriculum and assessment alignment

Shared PD between preschool and K on alignment

CASTL staff will also conduct a mid-year assessment of fidelity of curriculum implementation and coaching in order to provide data-driven feedback into the quality improvement process. (e112)