



Curriculum & Assessment Implementation

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**Center on Enhancing Early Learning Outcomes - National Institute for Early Education Research
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About Child Trends

Child Trends is a nonprofit, nonpartisan research center that improves the lives and prospects of children and youth by **conducting high-quality research** and **sharing the resulting knowledge** with practitioners and policymakers.

We . . .

1. take a whole child approach
2. study children in the real world
3. want children to flourish
4. value objectivity and rigor
5. pursue knowledge development *and* knowledge transfer

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Overview

- What do we know about current practices to monitor/measure curriculum and assessment implementation?
- What does research tell us about the effectiveness of curricula that are commonly used in PreK?
- What insights might we learn about how to measure the implementation of curriculum and assessment practices from a validation study of the New Mexico's Pre-K curriculum and assessment process?

What do we know about current practices to monitor/measure curriculum and assessment implementation?

	2010 # of QRIS (n = 26)	2015 # of QRIS (n = 40)
Curriculum	10 (38%)	31 (78%)
Assessment Practices	11 (42%)	36 (90%)

Examples of Curriculum Monitoring Practices

- Required use of a specific curriculum
- Use of a curriculum from an approved list
- Use of a curriculum that demonstrates alignment with the state Early Learning Guidelines
- Curriculum approved by a review committee
- Written narrative describing curriculum practices
- Submission of documentation (i.e., lesson plans)
- Onsite assessment and/or support from a coach

Examples of Assessment Monitoring Practices

- Required use of a specific assessment tool/list
- Use of an assessment that meets specific requirements (aligns with the curriculum, valid, culturally, linguistically, developmentally appropriate)
- Embedded in NAEYC requirements
- Written narrative describing the method, frequency of assessment is conducted with each age group, and or how it aligns with the ELGS and/or the curriculum in use, what domains it covers
- Coaching or assessor review of documentation

Are we measuring (and supporting) what really matters for teaching and learning?



Most indicators and their associated verification processes are related to the *tool* itself, not the *process* of implementing high quality curriculum & assessment practices.

What does research tell us about the effectiveness of curricula that are commonly used in PreK?

Examining the Evidence Base for Common PreK Curricula Approaches

- ✓ This is an emerging area of research in early childhood.
- ✓ More evaluations have been conducted on domain specific curricula, many of which show moderate to large gains
- ✓ All studies demonstrate that there are a few key effectiveness factors:
 - ✓ Intensive ongoing support (coaching)
 - ✓ Ongoing assessment
 - ✓ Pre-service training and education

What insights can we learn from the AODCP validation study for measuring curriculum and assessment practices?

New Mexico PreK



New Mexico's statewide PreK began in 2005

- Mixed-delivery system
- Jointly administered by Children Youth and Families Department (CYFD) and Public Education Department (PED)
- Includes curricular planning standards for all children in the program
- In 2012-2013, funded at \$19M, divided evenly between PED and CYFD programs
- Nearly 6,000 children served annually

Authentic Observation Documentation and Curriculum Planning Process (AODCP)

New Mexico PreK curricular planning framework:

- Based on the NM Early Learning Guidelines and Essential Indicators
- Children's outcomes and indicators for growth and learning give criteria for teachers to refer to regarding what children should know and be able to do
- AODCP is an ongoing cycle of assessment and lesson planning supported by consultation, training, and professional development

New Mexico's Observation Documentation and Curriculum-Planning Process



The Result: Happy, Healthy Children!

Current AODCP Validation Study

1. To what extent is the AODCP a valid observational assessment process?
2. To what extent do Pre-K teachers implement the AODCP process with fidelity and quality?
3. How are training, tools, and coaching implemented to support teachers' use of the AODCP process?
Are these supports adequate and related to higher fidelity and quality of implementation?
4. When the AODCP is implemented with high fidelity is there a relationship to children's developmental gains over the prekindergarten year?

1. Clear guidance on how to document classroom instruction and assessment practices

New Mexico PreK
Portfolio Collection
Form

Weekly Lesson
Plan Template

Essential Indicator Quick
Look Recording Sheet

Family/Teacher
Summary
Report

DOMAIN: Approaches to Learning (Required for children with IEP's)					
ESSENTIAL INDICATOR	RUBRIC RATING				
EI #24: Exhibits body coordinator and strength in activities such as climbing stairs with alternating feet, marching, running, jumping, dancing, riding tricycles	1	2	3	4	5
	Climbs familiar stairs and tries new stairs/ladders, progressing to alternating feet and runs, walks and jumps easily	Climbs on age appropriate playground equipment with some adult assistance and walks, runs, jumps and marches easily	Climbs on age appropriate playground equipment with little adult assistance and walks, runs, jumps, marches and hops easily	Independently and confidently climbs on age appropriate equipment and walks, runs, jumps, marches and hops easily	Independently and confidently climbs on age appropriate playground equipment and skips with adult assistance and modeling
	Date Observed	Date Observed	Date Observed	Date Observed	Date Observed

New Mexico
3- & 4-Year-Old
Early Learning Outcomes
2015

Essential Indicators with
Rubrics

Child's Name:

Date:

Observer:

Domain: LITERACY

Essential Indicator 8.3 Increasingly attempts to represent meaningful words and print in the environment using the early stages of writing.

Child's Progress toward the Outcome: *Circle the appropriate rating*

Not Yet Demonstrating	First Steps	Making Progress	Accomplishing	Exceeds Expectations
Makes marks or scribbles in response to adult suggestions for writing	Makes marks or scribbles and identifies them as writing	Purposefully makes marks, scribbles or letter-like shapes identifying the writing as words or print in the environment	Shows increasing control of the writing tool as seen in the formation of letter-like shapes, forms of pretend cursive writing and some letters. May write some words or names	Writes own first and last name and many additional letters of the alphabet

Check off whatever applies to the context of this observation:

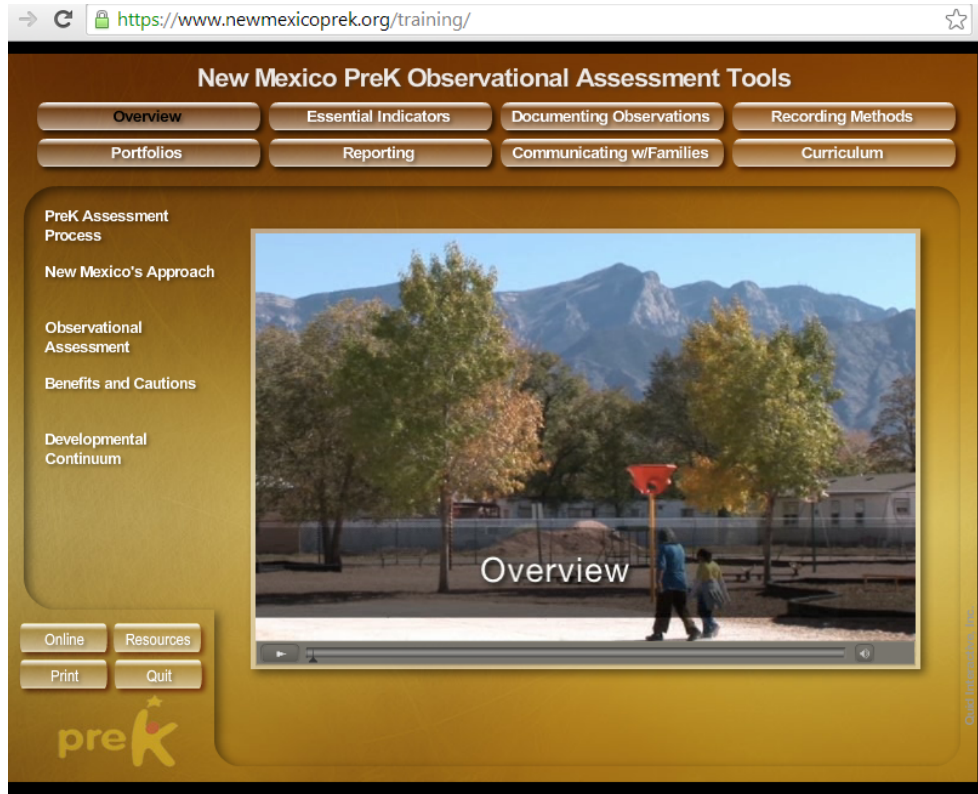
- | | | |
|--|--|--|
| <input checked="" type="checkbox"/> Child-initiated activity | <input checked="" type="checkbox"/> Done independently | <input type="checkbox"/> Time spent (1-5 minutes) |
| <input checked="" type="checkbox"/> Teacher-initiated activity | <input checked="" type="checkbox"/> Done with adult guidance | <input type="checkbox"/> Time spent (5-15 minutes) |
| <input type="checkbox"/> New task for this child | <input type="checkbox"/> Done with peer(s) | <input checked="" type="checkbox"/> More than 15 minutes |
| <input type="checkbox"/> Familiar task for this child | | |



Anecdotal Note: Describe what you saw the child do and/or heard the child say.

[Child] was playing in the writing center. She took a marker and some paper and asked if I would help her draw a list. I told her that she should try using letters to make a list. She responded "Ok," and began to sound out a few words. She started with "S-Ah-P-R-I-e-S" (surprise), and then went on to "P-Ah-R-K." She then added a unicorn, hike, movie, aquarium, lunch, and library. She continued the list with another teacher adding that she wanted to go to toys-r-us, theater, ice cream, and dinosaur museum.

2. Onsite coaching and support are a critical component of New Mexico's PreK



- Early Childhood Services Center Office at UNM Continuing Education provides T & TA, consultation and coaching, and maintains training and organizational materials.
- Each NM PreK site receives regular visits from Pre-K Consultants

3. Culture of Continuous Quality Improvement

- NIEER PreK Evaluation from 2005 to 2009:
 - Positive impacts in language, literacy, and math, plus economic impact rate of return estimated at 18.1%
 - Impacts attributable to Pre-K based on the study's regression-discontinuity design
 - However, the NIEER study did not specifically examine the AODCP curricular approach
 - Because of these positive results New Mexico has been working to expand the use of the AODCP to Head Start classrooms
- Child Trends AODCP Validation study 2014-2016

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