

Curriculum Frameworks as a Model for Quality Systems and Programming



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2008 NECTAC Conference
Washington D.C.

Center for Excellence in Early Childhood Research and Training



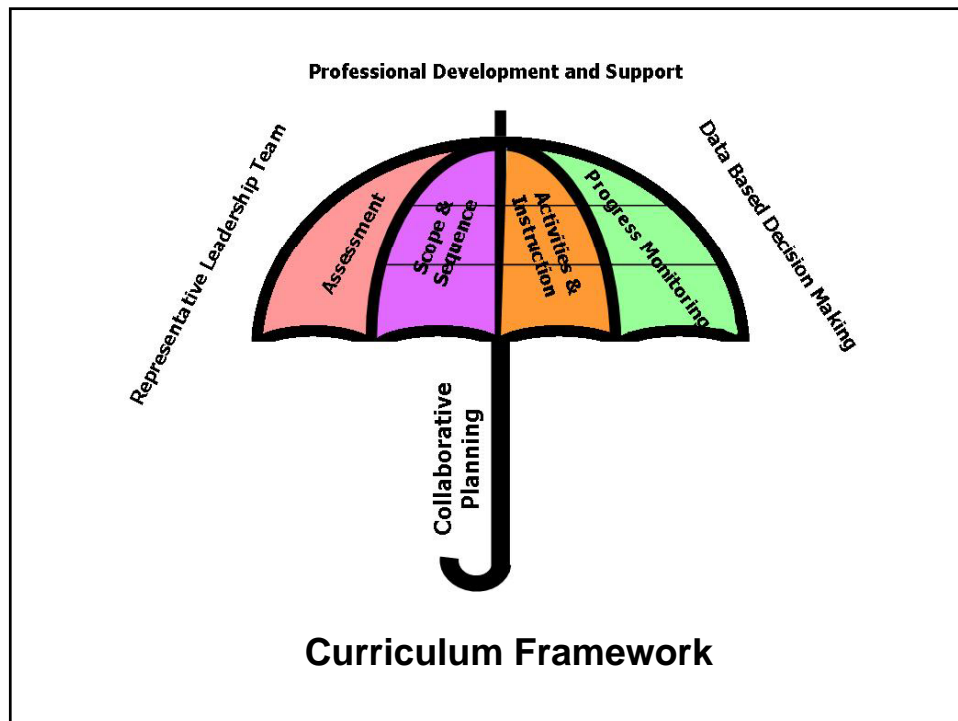
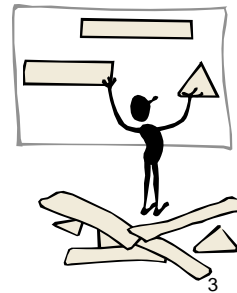
Session Snapshot

- Curriculum Framework
- Sustaining Implementation



Current Context in Early Childhood

- Accountability Movement
- Program Quality Initiatives
- Push for Universal Preschool



Evolution of a Curriculum Framework

- NAEYC Paper from 2003
- DEC's Request
 - Issues with a common definition
 - Birth to Eight focus
 - First look at Universal Design
- Best Practices in School Psychology
 - First considerations of Rtl principles
- YEC Monograph
 - Identification of a 8 step process
- SLP Manuscript
 - Exploration of the roles of related service providers in the implementation of a curriculum framework



Why this Definition?



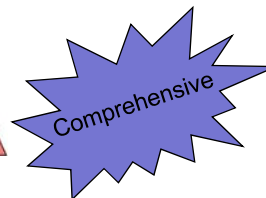
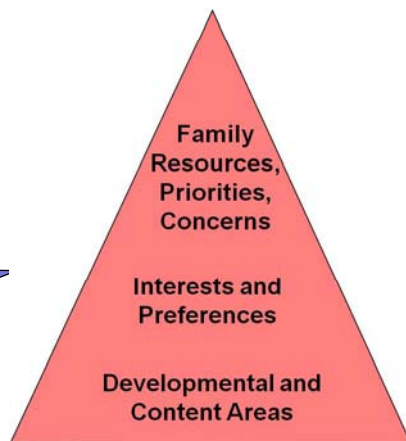
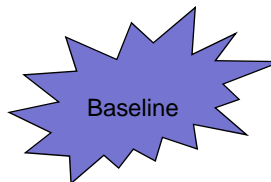
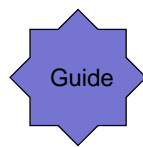
- Nationally recognized definition through the Division of Early Childhood, a Subdivision of the Council for Exceptional Children
- Aligns with the principles of Rtl and is model for tiered instruction
- Highlights the important connection between an instructional focus and assessment

8 Steps to Selecting a CF

1. Know the elements
2. Form a committee
3. Know who you are
4. Identify your program's CF
5. Check for quality
6. Make connections
7. Seek adoption and make the CF available
8. Implement and evaluate



ASSESSMENT



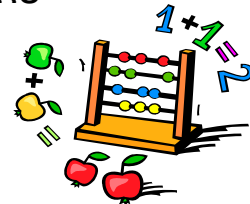
Assessment Recommendations

- Purpose
 - Guide
 - Baseline
 - Present level of performance
- Comprehensive
 - All areas of development and content
 - Interests and preferences
 - Family priorities and concerns
- Authentic
 - Real Life
 - Familiarity

PROCESS IS THE SAME FOR ALL CHILDREN

Gather Comprehensive Assessment Information

- Complete picture
 - **All** areas
 - Interests **and** preferences
 - **Family** priorities and concerns

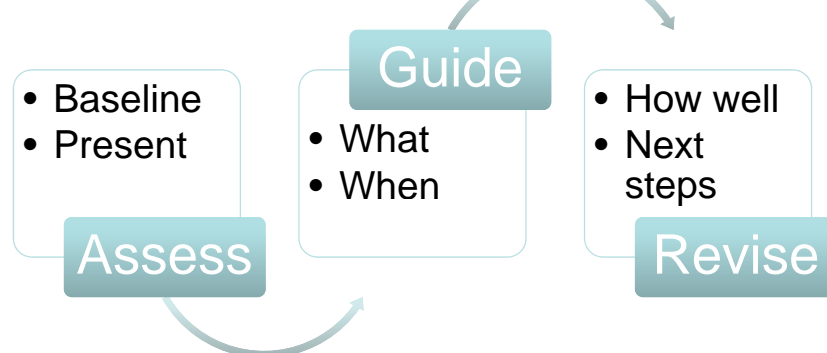


Gather Authentic Assessment Information



- Engage in authentic assessment practices
- Adhere to recommended practice standards
 - familiar settings
 - familiar people
 - familiar actions
 - familiar materials
 - ongoing
 - part of daily routine

So what does all this Assessment have to do with instruction and data collection?



Scope and Sequence

Link between assessment and activities and instruction



SCOPE

- Content found across developmental (e.g., motor, communication, social) and subject or content areas (e.g., mathematics, science)
- Scope can be thought of as the depth of what will be taught
- The scope of the curriculum framework is common across children and comprehensive.
- Content is derived from several sources including *developmental milestones* and commonly agreed upon *standards* or *outcomes*

SEQUENCE

- Refers to the order in which skills and concepts from across developmental and content areas are taught
- Three types of sequences guide the order in which skills and concepts are taught including:
 - *developmental sequences*
 - *pedagogical sequences and/or*
 - *logical sequences*

Scope Tiers

- **Prioritized Needs**
 - Requires intensive instruction and feedback
 - Emphasis is on acquisition
 - Functional Skills and Concepts
- **Targeted Needs**
 - Emerging skills, temporary, conditional
 - Require practice, repetition, & additional support
 - Emphasis is on generalization, use, and fluidity
- **Common Needs**
 - Universal outcomes
 - Generally agreed upon developmental expectations
 - Emerge given prerequisites and environmental support
 - Can be addressed through development, play, maturation, and exposure/experience

Tier 1 Scope

- What common concepts and skills are to be covered/taught/addressed?
 - Concepts and skills from developmental domains and areas
 - State standards
 - Federal outcomes



Need a bridge to get from the “universe” of concepts and skills to a manageable set of concepts and skills for all young children

Tier 2 Scope

- Concepts and skills that are emerging
- Concepts and skills that are critical to a child’s ability to demonstrate what they know and can do
- Components or portions of the larger concept for skill
- Examples
 - Non verbal expressions (e.g., writing)
 - Participating within a variety of group settings (e.g., initiating cooperative play)

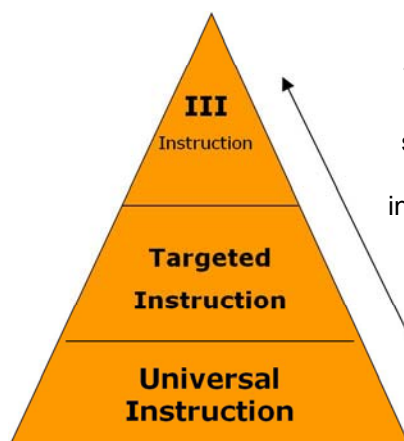


Tier 3 Scope

- Concepts and skills that are keeping the child from *accessing, participating, and making progress* in the general curriculum/daily activities
- Examples
 - Underlying issues or concerns (e.g., challenging behavior, quality of movement, intensity of action)
 - Foundational or prerequisite behaviors (e.g., joint attention, imitation, vocalizations, manipulation of objects, functional use of objects)



ACTIVITIES and INSTRUCTION



Type of activities and instructional strategies vary in frequency, intensity, and intent

Activities Defined

- The *context* for instruction
 - child-directed
 - daily routines
 - planned
- Integrate concepts and skills
- Themes are just conceptual organizers



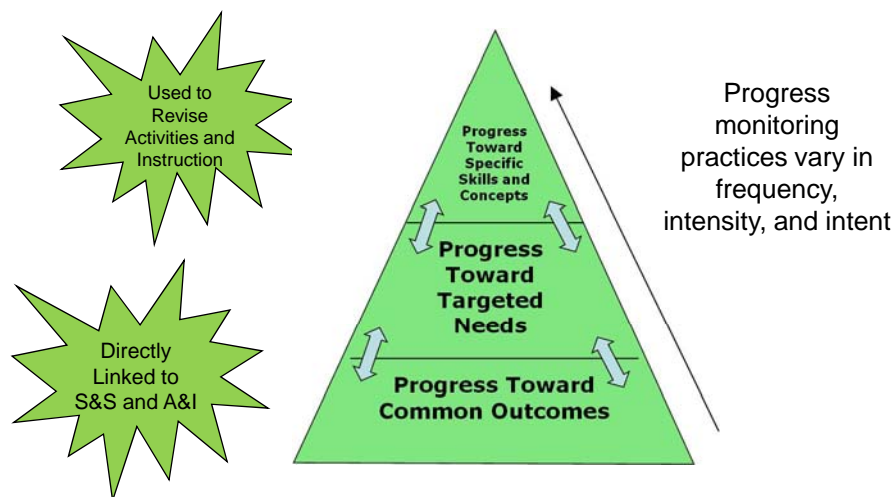
INSTRUCTION

- Practices, actions, and methods used to deliver content
- Quality instruction for young children is grounded in a responsive developmental perspective
 - Reflects a view of learning in which children create their own knowledge through interactions with the social and physical environment
- Quality instruction entails:
 - being responsive to the child as his/her needs and personal preferences which may change across daily activities
 - understanding the role of adults, peers, and the environment as influences on children's learning
 - creating multiple and varied embedded learning opportunities
 - tiering instruction to meet the needs of all young children across common outcomes, targeted needs, and individual goals

Instructional Tiers

- Tier One (Triple P)
 - Preventative
 - Proactive
 - Promising
- Tier Two (Triple S)
 - Scaffolding
 - Support
 - Situational
- Tier Three (Triple I)
 - Individualized
 - Intensive
 - Intentional

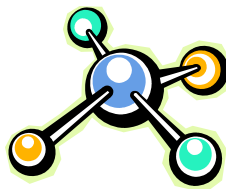
Progress Monitoring



Progress Monitoring Tiers

- Tier 1 (whole AEPS or at least goals)
 - Annually
 - Semi-annually
 - Quarterly
- Tier 2 (particular strands)
 - Repeated
 - Weekly to Monthly Tier 3
- Tier 3 (own system related to priority skills)
 - Minute by minute
 - Hourly
 - Daily
 - Weekly

A Model to Support Curriculum Implementation



What is a System?

A system is a collection
of parts
which interact
with each other
to function as a whole.



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To work well all
of the parts
must be
present and
they must be
arranged in the
proper way.



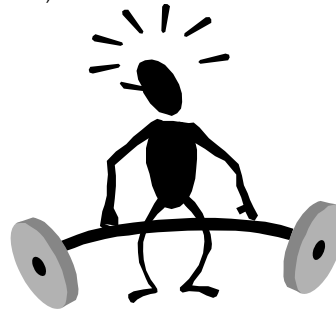
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Systems Change

“For every complex problem there is a simple solution...that doesn't work” (Mark Twain)

Change takes:

Leadership
 Planning
 Collaboration
 Hard work & smart work
 Courage
 Time



...and even with planning, change is often messy...

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Purpose of a System

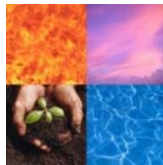
- A system supports the
 - Organization of improvement efforts
 - Allows adaptability to change
 - Organizes mandates
 - Supports preparation for future improvement efforts



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Elements of a Early Childhood System

- Representative Leadership Team
- Collaborative Planning Process
- Data/Documentation Based Decision Making
- Ongoing Professional Development and Support



Jackson, S., Goss, S., Pretti-Frontczak, K., Harjusola-Webb, S., Korey-Hirko, S., & Darrah, M. (2007). *Quality Preschool Systems Framework*. 31 Kent, OH: Kent State University.

Representative Leadership Team

- Team is in place
- Team is comprised of essential key stakeholders
- Families are viewed as an integral part
- Leadership team develops system focus

“Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has”

-Margaret Mead



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The Role of the Leadership Team

- Provide Leadership and Vision
- Monitor Compliance with Requirements
 - Ensure Child Well-being/Progress
 - Ensure Appropriate Deployment of Resources/Budget
 - Support Staff Knowledge and Skills
- Provide Collaborative Leadership and Planning

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Collaborative Planning Process

- Leadership Team engages in a systematic planning process comprised of the following steps
 - Step 1: Define the focus of the work or the problem/gap to be addressed
 - Step 2: Develop an action plan that guides the work of the team and stakeholders to address the targeted goal
 - Step 3: Implement the plan

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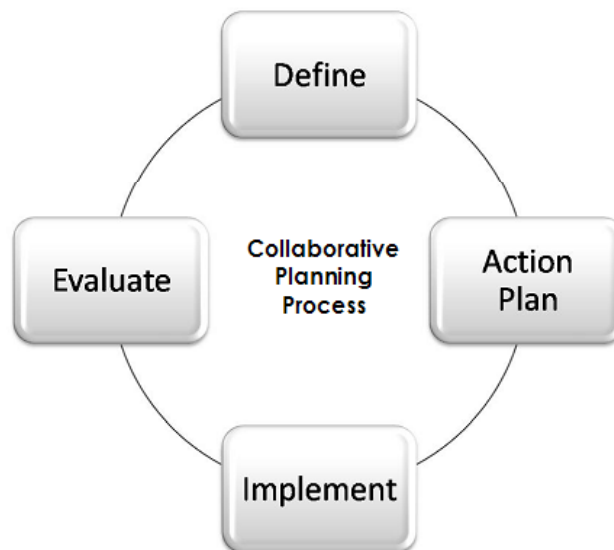
Collaborative Planning Process Cont...

- Step 4: Evaluate the effectiveness of the plan in achieving the targeted goal and revise as necessary

The result of the collaborative planning process is the development of an action plan that guides the work of the leadership team and stakeholders



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Action Plan

- Action plan organizes the work of the team
- Action plan should be reviewed and revised to reflect status towards goals, completed goals and new goals
- Outline the vision of the program
- Action plan should align with the program vision
- Outline goals for continuous improvement
- Outline the current status
- Outline action steps
 - responsible team members
 - resources needed
 - timelines



Data/Documentation Based Decision Making

- A systematic process is in place for:
 - a. Gathering comprehensive data
 - b. Reviewing and interpreting data
 - c. Using data to influence decisions



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Levels of Data

- Preschool System Model
 - Program Wide Data
 - Classroom Wide Data
 - Child Data
-
- Gathering and interpreting multiple levels of data is a process that occurs overtime

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Ongoing Professional Development and Support

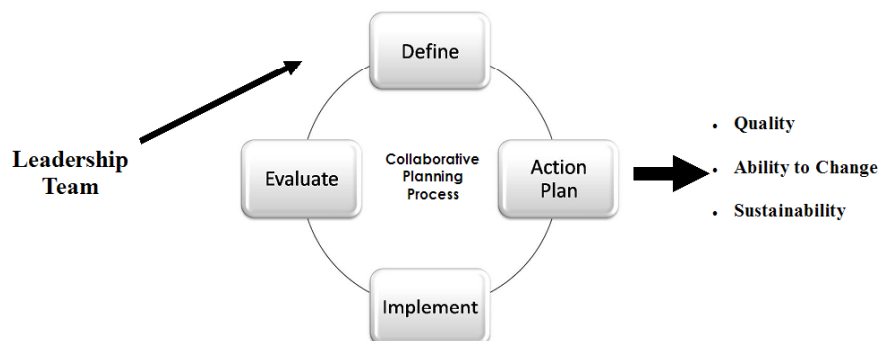
Professional development should:

- ✓ Align with the program's action plan
- ✓ Align with State and Federal Initiatives
- ✓ Focus on the whole program
- ✓ Allow for opportunities to learn, problem solve, practice and reflect
- ✓ Provide opportunities for educators to work together



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Early Childhood Systems Model



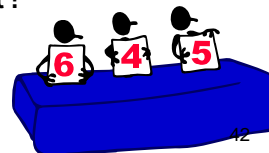
State Support Team Region 8 and Center for Excellence in Early Childhood Research and Training at Kent State University, 2007
Contact Sarah Jackson (saralj@cybersummit.org) with questions or comments

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Early Childhood System Rating Rubric

The rubric was developed to support programs in determining:

- Do we have all the elements in place?
- To what degree do we have the elements in place?
- Are there any gaps in our system?
- What areas need improvement?



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Final Thoughts....

- A system leads to possibility
- Development of a system takes time
- Small manageable goals will allow your program to make the largest gains
- It is possible to put a system in place to manage change



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Curriculum Framework Podcasts

- <http://ehhs.kent.edu/odec/links.htm>
- Click on the URL above or paste in your internet browser. The following podcasts can be viewed:
 - Overview of a Curriculum Framework
 - Assessment
 - Scope and Sequence
 - Activities and Instruction
 - Progress Monitoring



Additional Resources

- Jackson, S., Goss, S., Pretti-Frontczak, K., Harjusola-Webb, S., Korey-Hirko, S., & Darrah, M. (2007). *Quality Preschool Systems Framework*. Kent, OH; Kent State University.
- Jackson, S., Pretti-Frontczak, K., Harjusola-Webb, S., Grisham-Brown, J., & Mulato, J. (in press). Response to intervention: Implications for early childhood professionals. *Language, Speech, and Hearing Services in Schools*.
- Pretti-Frontczak, K., Jackson, S., Goss, S., Grisham-Brown, J., Horn, E., Harjusola-Webb, S., Lieber, J., & Matthews, D. (2007). A curriculum framework that supports quality early childhood education for all young children [Monograph]. *Young Exceptional Children*, 9, 16-28.
- Pretti-Frontczak, K., Jackson, S., McKeen, L., & Bricker, D. (2008). Supporting Quality Curriculum Frameworks in Early Childhood Programs. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology V*. Washington, DC: National Association of School Psychologists. TX: Psychological Corporation.
- Pretti-Frontczak, K., McKeen, L., Grisham-Brown, J., Horn, E., Matthews, D., Lieber, J., & Sullivan, L. (2007). *Promoting Positive Outcomes for Children with Disabilities: Recommendations for Curriculum, Assessment, and Program Evaluation*. Missoula, MT (DEC).