



# PAVING A PATH TO QUALITY:

Best Practices in Curricula Implementation



## Curriculum Overview

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# ELC Mission & Vision



## Mission

To promote high-quality school readiness, voluntary pre-kindergarten and after school programs, thus increasing all children's chances of achieving future educational success and becoming productive members of society. The Coalition seeks to further the physical, social emotional and intellectual needs of Miami-Dade and Monroe County children with a priority toward the ages before birth through age 5.

## Vision

To ensure a comprehensive and integrated system providing for all families and their children, beginning before birth to five years the affordable opportunity to enter school ready to learn and succeed in life.

# Requirement

- School Readiness Programs must identify and implement developmentally appropriate curriculum and character development programs.
- Participating Quality Counts' Programs will soon be rated in area of curriculum

# Curriculum Defined

- What to teach and how to teach it

# Three Major Components of Curriculum Approach

- Identification/Selection
- Implementation
- Measurement of Outcomes (Monitoring)

# IDENTIFICATION/ SELECTION

# Curriculum Task Force

- Representatives from community partners (Members in audience, please stand)
- Reviewed over 30 curricula
- Result: ELC Approved Curricula List

<b>Developmentally Appropriate Curriculum</b> To comply with school readiness requirements, an early learning program must implement a curriculum for each of the REQUIRED columns. The ✓ indicates the components covered by each of the curriculum listed.	<b>Infant /Toddler</b> Birth-35months (If Applicable) <b>Core Curriculum</b> <b>REQUIRED</b>	<b>Preschool</b> 36months-school age (If Applicable) <b>Core Curriculum</b> <b>REQUIRED</b>	<b>Character Development Supplement</b> Birth-school age <b>REQUIRED</b>	<b>Literacy Supplement</b> 36months-school age <b>OPTIONAL</b>
Creative Curriculum**	✓	✓	✓	✓
HighScope**	✓	✓	✓	✓
HighReach	✓	✓	✓	
Beyond Centers and Circle Time* and Beyond Cribs and Rattles*		✓	✓	
	✓		✓	
WEE Learn: Weekday Early Education	✓	✓	✓	
ELLM Plus: Early Language and Literacy Model		✓		✓
Houghton Mifflin*		✓		✓
Literacy Express*		✓		✓
OWL: Opening the World of Learning *		✓		✓
Scholastic Early Childhood Program**		✓		✓
Breakthrough to Literacy*				✓
Letter People				✓
Ready, Set, Leap!**				✓
Scholastic: Building Language for Literacy**				✓
Wright Skills (formerly BELL)*				✓
Conscious Discipline**			✓	
AL's Pals			✓	
Peace Foundation (Peaceworks)**			✓	

# Comprehensive (Core) Curriculum

- Intended to be the primary instructional tool used to guide high quality teaching practices
- Encompasses all areas of development:
  - Social-Emotional, Approaches to Learning, Cognition and General Knowledge, Language and Communication, and Physical Development

# Supplemental Curriculum

- Intended for flexible use in the instruction or as an intervention that meets children's needs in specific areas, such as phonological awareness, oral language, literacy, math, etc.
- Provides activities and guidance for a particular "portion" of the day, not the entire day
- Two types on ELC list: Character and Language and Literacy

# Review of Curricula NOT on the ELC Approved List



- Visit our website for complete process information
- Review Committee Formed
- 11 Curricula submitted for review
- 3 Curricula approved (1 self-developed)
- 3 Curricula NOT approved
- 5 Currently in some stage of process

# IMPLEMENTATION

# Professional Development Opportunities in Curricula Implementation

- Training and Conferences
- Learning Communities
- Training of Trainers

# Building on Today

- Possible training locations
- Please fill out index cards with:
  - Name of Center
  - Contact Name
  - Address
  - Phone
  - English, Spanish or Creole
  - #of people to accommodate

# MEASUREMENT OF OUTCOMES (MONITORING)

# Where are we going?

- Next issue for Curriculum Task Force
- Development of tool to measure implementation level of a particular curriculum
- Compilation of Data