


Slide 1



Implementation of Curriculum with Fidelity

October 21, 2016

Presenters:  
Allison Dean, NCECDTL  
C. Joe Preece, NCECDTL

NATIONAL CENTER ON  
Early Childhood Development, Teaching and Learning

NCECDTL

---

---

---

---

---

---

---

---

---

---

Slide 2

Session Objectives

At the end of this presentation, you should be able to:

Participants will:

- Increase their understanding of curriculum fidelity
- Explore the research base around why curriculum fidelity is important
- Identify strategies around how a program can ensure that they are implementing their research based curriculum with fidelity.

NCECDTL

---

---

---

---

---

---

---


---

---

---

Slide 3

What Is Curriculum Fidelity?



NCECDTL

---

---

---

---

---

---

---

---

---

---

Slide 4

Before we discuss fidelity...

Where are you on the "curriculum continuum"?

A written plan

Everything that happens...

ECDTL

---

---

---

---

---

---

---

---

---

---

---

---

Slide 5

What Is Curriculum Fidelity?

The extent to which a curriculum, including its content and process is implemented as designed by the developers

ECDTL

---

---

---

---

---

---

---

---

---

---

---

---

Slide 6

Why is curriculum fidelity important?

Curriculum fidelity is critical to ensuring that the interactions and activities that make up a curriculum result in positive child outcomes and the achievement of school readiness goals.

ECDTL

---

---

---

---

---

---

---

---

---

---

---

---

Slide 7

**Framework for Effective Everyday Practice**

- Providing engaging interactions with children
- Choosing research-based curricula and teaching practices
- Using ongoing assessment of children's skills
- Individualizing teaching and learning

ECDITL

---

---

---

---

---

---

---

---

---

---

Slide 8

**Why is curriculum fidelity important?**

- It can give us information about how to improve teaching practices to ensure that all children progress as planned
- It can help home visitors think through which activities or strategies they will model for families
- It can also aid in problem solving among teaching teams to strengthen curriculum implementation

ECDITL

---

---

---

---

---

---

---

---

---

---

Slide 9

**What do the Head Start Program Performance Standards say about curriculum fidelity?**

§1302.32 Curricula.

(a) Curricula.

(2) A program must support staff to effectively implement curricula and at a minimum monitor curriculum implementation and fidelity, and provide support, feedback, and supervision for continuous improvement of its implementation through the system of training and professional development.

Head Start Program Performance Standards  
2010-2012 Edition  
ECLS-01-10-000

ECDITL

---

---

---

---

---

---

---

---

---

---

Slide 10

Features Critical to Successful Implementation of Curriculum

- I. Fidelity of implementation
- II. Professional development support
- III. Ongoing assessment of child learning

NCECDTL

---

---

---

---

---

---

---

---

Slide 11

Fidelity of Implementation

- 1. Global fidelity
- 2. Individual lesson or activity fidelity

NCECDTL

---

---

---

---

---


---

---

---

Slide 12

1. Global fidelity provides information on how consistently and regularly staff implement the key elements of a curriculum over time.



NCECDTL

---

---

---

---


---

---

---

---


Slide 13

 What might you see?

Programs using regular observations to identify things like:

- Do staff consistently follow key principles and teaching practices of the curriculum?
- How familiar are staff with activities and teaching practices?

Programs visit classrooms on a regular basis to coach and provide performance-based data to teachers to improve teaching practices through a reflective cycle such as Practice-based coaching.



© ECDITL

---

---

---

---

---

---


---

---

---


---

Slide 14

 What might you see?

Programs using survey or other opportunities for teachers to give feedback like:

- Their challenges/successes in curriculum implementation, or
- How well the curriculum meets the needs of children and families in the program



© ECDITL

---

---

---

---

---

---


---

---


---

---

Slide 15

 What might you see?

- Staff in regularly scheduled planning time
- Staff organizing materials and the learning environment to support curriculum activities
- Staff planning curriculum modifications to support access to learning activities for children with disabilities or in response to the communities they serve



© ECDITL

---

---

---

---

---

---


---


---

---

---

Slide 16

 2. Individual lesson or activity fidelity provides in-the-moment information about the way a curriculum activity is implemented in a learning setting



© ECDTE

---

---

---

---

---

---


---

---


---

---

Slide 17

 What might you see?

- Staff focused on the specific goals identified in the lesson plans
- Staff using all the recommended materials
- Staff differentiating instruction and learning goals based on formative assessment
- Children engaged in child-guided experiences based on the curriculum's guidance for these experiences



© ECDTE

---

---

---

---

---

---


---

---

---

---

Slide 18

 Professional Development

- Initial training or course in curricula
  - Practice-based with modeling
- Ongoing coaching or mentoring
- Opportunities for self- and peer-reflection

© ECDTE

---

---

---

---

---

---


---

---


---


---

Slide 19

 What might you see?

- The program provides teachers with regular, individualized, consultation and coaching
- The program has procedures for providing teachers with feedback on a regular basis
- Feedback is specific and focused on curriculum implementation





---

---

---

---

---

---


---

---


---

---

Slide 20

 Why is professional development important?

- Individualized consultation and regular feedback were most effective in improving preschool teachers' use of instructional strategies (Pianta et al., 2008).
- The ongoing support is essential to prevent "drift" or a teacher or program gradually shifting away from implementation fidelity



---

---

---

---

---

---


---

---


---

---

Slide 21

 Ongoing Assessment of Learning

- How Well Is the Curriculum Working for the Children?
  - Does the program have an assessment system for documenting children's learning over time?
  - How is the curriculum supporting children's growth and development?



---

---

---

---

---

---


---

---


---

---

Slide 22

 What might you see?

- Staff **regularly** documenting children's **knowledge** and **skills** during activities and routines
- Staff making appropriate adaptations and modifications for children with special needs
- Staff using appropriate strategies to support language development for children who are dual language learners



© ECDTEL

---

---

---

---

---

---


---

---


---

---

Slide 23

 Why is ongoing assessment of child learning important?

- So that teachers can assess whether or not children are learning and make adjustments
- Evidence of benefits to children can support teachers' belief in the value of a curricular approach and their ability to implement the curriculum well.



© ECDTEL

---

---

---

---

---

---


---

---

---

---

Slide 24

 Application Exercise

Read the scenario regarding curriculum fidelity monitoring findings

© ECDTEL

---

---

---

---

---

---

---

---

---

---



Slide 25

How can a program optimize curriculum fidelity?



NCECDTL

---

---

---

---

---

---

---

---


---

---

Slide 26

Programs can...

- Hire staff with training and education in early childhood (B-5) curriculum and instruction
- Train all education staff to implement the curriculum as intended, using fidelity tools that may be provided by the publisher



NCECDTL

---

---

---

---

---

---

---

---


---

---

Slide 27

Programs can...

- Ensure time and supports, including materials, for proper implementation.
- Employ staff who have the knowledge and capacity to observe and support curriculum fidelity to both content and process.



NCECDTL

---

---

---

---

---

---


---

---


---

---

Slide 28

 Programs Can...

- Provide ongoing professional development on curriculum implementation.
- Make sure they are using the most recent version of the curriculum.
- Use data related to curriculum fidelity for continuous program improvement.



NCECDL

---

---

---

---

---

---

---


---

---

---

Slide 29

QUESTIONS



NCECDL

---

---

---

---

---

---


---

---

---

---

Slide 30

 Resources

- Preschool Curriculum Consumer Report  
<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/practice/docs/curriculum-consumer-report.pdf>
- Choosing a Preschool Curriculum  
<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/practice/curricula/docs/curriculum-choosing.pdf>
- Infant Toddler Curriculum  
<https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/ehsnrc/cde/curriculum/curriculum.html>

NCECDL

---

---

---

---

---


---

---


---

---

---



For more information, please  
contact us:  
[ecdtl@ecetta.info](mailto:ecdtl@ecetta.info)  
or  
1-844-261-3752



© ECDTL

---

---

---

---

---

---

---

---