

2018-2019 TEACHER TIME FOR INFANTS AND TODDLERS— IMPLEMENTING INFANT TODDLER CURRICULUM WITH FIDELITY

VIEWERS GUIDE

This viewer’s guide summarizes the key points of today’s webinar and will provide strategies to help you understand your curriculum, learn about individualization, and reflect on your successes and challenges – all key components of implementing infant toddler curriculum with fidelity. Helpful resources and information presented in the webinar can be found in the Resources section of this guide.

WE ENCOURAGE TEACHERS AND FAMILY CHILD CARE PROVIDERS TO:

KNOW: Learn effective strategies to help you implement your infant toddler curriculum with fidelity;

SEE: Reflect on video clips of teachers using scope and sequence and individualization of the curriculum;

DO: Try tips in your own programs with working with children; and

IMPROVE: Reflect on your implementation of the infant toddler curriculum.

KNOW

1. **Understand Scope and Sequence.** Research tells us that children make more developmental gains when teachers use curriculum materials and teaching strategies in the ways that the authors designed them to be used. So, when you take the time to understand your curriculum’s scope and sequence you are better able to put it into practice in the way that it was designed to be used and will support children’s growth and learning.
2. **Understand Individualization.** Individualization means responding to the specific needs of the children you work with. When you are working to individualize within your curriculum, there may be times where you will need to adjust your routines, teaching practices, learning opportunities or classroom schedule to fit the needs of specific children
3. **Understand what works well and what is challenging.** Observe how children engage in the learning experiences you provide. Are they interested? Are they exploring their environment? Also use your curriculum’s scope and sequence to think about how you will support children’s next levels of development

SEE



In this video, think about what this teachers’ curriculum might have suggested in terms of scope and sequence.



How did this teacher use what she knows about the child to implement her curriculum with fidelity?

DO

A. We talked about the importance of knowing the scope and sequence of your curriculum. Write three strategies you can use this week to get to know these aspects of the curriculum your program uses:

1.	
2.	
3.	

B. If possible, ask your coach, education manager, or child development specialist to show you the tools and materials that come with your program’s curriculum and together, come up with a plan for integrating the curriculum pieces that you have not had a chance to use.

C. If possible, have your coach, education manager, or child development specialist conduct a fidelity checklist assessment for you in your classroom. Talk about what went well and identify any areas where you’d like some professional development supports.

D. Think of two activities that your curriculum suggests this week and work out a plan to individualize it for the infants and toddlers in your care.

CURRICULUM ACTIVITY:	HOW I WILL INDIVIDUALIZE:
1.	
2.	

IMPROVE

REFLECT ON THESE QUESTIONS BASED ON YOUR STRATEGIES IN THE "DO" SECTION

1. What strategy helped you learn about your curriculum's scope and sequence the best? Is this strategy easy enough for you to do on a consistent basis? What supports do you need to help you learn about your curriculum?

2. What were some of the curriculum components that your coach, education manager, or child development specialist showed you that were new to you? How did you incorporate these materials into your curriculum for the week?

3. Think about the fidelity checklist assessment. What were some things that you did well with implementing the curriculum? What were some areas of improvement? What strategies can you use or what supports do you need to help you implement the curriculum with fidelity?

4. Think about the individualization exercise above. Did it work? If so, how did the children respond? If not, what do you think you could do differently next time?

RESOURCES

Online Resources

- Curriculum Implementation Fidelity- <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/1025-curriculum-fidelity-handout.pdf>
- Early Childhood Curriculum: Curriculum Scope and Sequence- <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/ncedtl-ecc-curriculum-scope-sequence.pdf>
- Exploring your Curriculum: A Quick Guide for Teachers and Family Child Care Providers- <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/curriculum-quick-guide.pdf>
- Implementing a Curriculum with Fidelity: Questions and Answers- <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/curriculum-fidelity-qna-2017-08.pdf>
- Text4Teachers- <https://eclkc.ohs.acf.hhs.gov/teaching-practices/article/text4teachers>
- Using Scope and Sequence to Plan Responsive Learning Experiences for Infants and Toddlers- <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/using-scope-sequence-responsive-learning-infants-toddlers.pdf>
- Working Toward a Definition of Infant/Toddler Curricula: Intentionally Furthering the Development of Individual Children within Responsive Relationships- https://www.acf.hhs.gov/sites/default/files/opre/nitr_report_v09_final_b508.pdf

Head Start Early Learning Outcomes Framework (ELOF)

<https://eclkc.ohs.acf.hhs.gov/school-readiness/article/head-start-early-learning-outcomes-framework>

- There's the ELOF for That (video)
- ELOF Interactive Framework
- ELOF2GO Mobile App
- Effective Practice Guides

MyPeers–

<https://eclkc.ohs.acf.hhs.gov/about-us/article/mypeers-collaborative-platform-early-care-education-community>

- Teacher Time- https://mypeers.mangoapps.com/ce/pulse/user/teams/group/profile_view?project_id=876521
- Safe Foundations, Healthy Futures Campaign- https://mypeers.mangoapps.com/ce/pulse/user/teams/group/profile_view?project_id=1351739

**Head Start
Program
Performance
Standards**

Information in this episode reflects the following Head Start Program Performance Standards:

§1302.31 Teaching and the learning environment

(b) Effective teaching practices

(1) Teaching practices must:

(i) Emphasize nurturing and responsive practices, interactions, and environments...

(ii) Focus on promoting growth in the developmental progressions described in the Head Start Early Learning Outcomes Framework...

(iii) Integrate child assessment data in individual and group planning; and

(iv) Include developmentally appropriate learning experiences in language, literacy, social and emotional development, math, science, social studies, creative arts, and physical development...

(2) For dual language learners, a program must recognize bilingualism and biliteracy as strengths and implement research-based teaching practices that support their development. These practices must:

(i) For an infant or toddler dual language learner, include teaching practices that focus on the development of the home language, when there is a teacher with appropriate language competency, and experiences that expose the child to English

(c) Learning environment

(1) For infants and toddlers, promote relational learning and include individualized and small group activities that integrate appropriate daily routines into a flexible schedule of learning experiences; and,

(d) Promoting learning through approaches to rest, meals, routines, and physical activity

(1) A program must implement an intentional, age appropriate approach to accommodate children's need to nap or rest, and that, for preschool age children in a program that operates for 6 hours or longer per day provides a regular time every day at which preschool age children are encouraged but not forced to rest or nap. A program must provide alternative quiet learning activities for children who do not need or want to rest or nap.

(2) A program must implement snack and meal times in ways that support development and learning... Snack and meal times must be structured and used as learning opportunities that support teaching staff-child interactions and foster communication and conversations that contribute to a child's learning, development, and socialization. Programs are encouraged to meet this requirement with family style meals when developmentally appropriate. A program must also provide sufficient time for children to eat, not use food as reward or punishment, and not force children to finish their food.

(3) A program must approach routines, such as hand washing and diapering, and transitions between activities, as opportunities for strengthening development, learning, and skill growth.

(4) A program must recognize physical activity as important to learning and integrate intentional movement and physical activity into curricular activities and daily routines in ways that support health and learning. A program must not use physical activity as reward or punishment.

<p>Head Start Program Performance Standards</p>	<p>§1302.32 Curricula</p> <p>a) <i>Curricula.</i> (1) Center-based and family child care programs must implement developmentally appropriate research-based early childhood curricula, including additional curricular enhancements, as appropriate that:</p> <ul style="list-style-type: none"> (i) Are based on scientifically valid research and have standardized training procedures and curriculum materials to support implementation; (ii) Are aligned with the <i>Head Start Early Learning Outcomes Framework: Ages Birth to Five</i> and, as appropriate, state early learning and development standards; and are sufficiently content-rich to promote measurable progress toward development and learning outlined in the Framework; and, (iii) Have an organized developmental scope and sequence that include plans and materials for learning experiences based on developmental progressions and how children learn. <p>(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.</p> <p>(b) <i>Adaptation.</i> A program that chooses to make significant adaptations to a curriculum or a curriculum enhancement described in paragraph (a)(1) to better meet the needs of one or more specific populations must use an external early childhood education curriculum or content area expert to develop such significant adaptations. A program must assess whether the adaptation adequately facilitates progress toward meeting school readiness goals, consistent with the process described in §1302.102(b) and (c). Programs are encouraged to partner with outside evaluators in assessing such adaptations.</p>
<p>Head Start Program Performance Standards</p>	<p>§1302.33 Child screenings and assessment</p> <p>(b) <i>Assessment for individualization.</i> (1) A program must conduct standardized and structured assessments, which may be observation-based or direct, for each child that provide ongoing information to evaluate the child’s developmental level and progress in outcomes aligned to the goals described in the <i>Head Start Early Learning Child Outcomes Framework: Ages Birth to Five</i>. Such assessments must result in usable information for teachers, home visitors, and parents and be conducted with sufficient frequency to allow for individualization within the program year.</p> <ul style="list-style-type: none"> (2) A program must regularly use information from paragraph (b)(1) of this section along with informal teacher observations and additional information from family and staff, as relevant, to determine a child’s strengths and needs, inform and adjust strategies to better support individualized learning and improve teaching practices in center-based and family child care settings, and improve home visit strategies in home-based models. <p>(c) Characteristics of screening and assessment</p> <ul style="list-style-type: none"> (2) If a program serves a child who speaks a language other than English, a program must use qualified bilingual staff, contractor, or consultant to: <ul style="list-style-type: none"> (i) Assess language skills in English and in the child’s home language, to assess both the child’s progress in the home language and in English language acquisition; (ii) Conduct...assessments for domains other than language skills in the language or languages that best capture the child’s development and skills in the specific domain; <p>Subpart F—Additional Services for Children with Disabilities</p> <p>§1302.60 Full participation in program services and activities</p> <p>A program must ensure enrolled children with disabilities...receive all applicable program services...and that they fully participate in all program activities.</p>