



Curriculum and Instructional Materials Matter

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Session Objectives

- Understand where curricular and instructional materials fit within the state's quality improvement efforts
- Understand why high quality curriculum and instructional materials matter
- Identify the key instructional supports needed for effective implementation
- Collaborate with colleagues to develop a district plan to ensure adequate teacher and leader training and ongoing support for continuous improvement

Planning for Implementation

PRE-K CURRICULUM IMPLEMENTATION

Current Plans (What already done or plan to do)	New Considerations	Next Steps

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Pre-K Quality Improvement

TN-VPK Evaluation Results

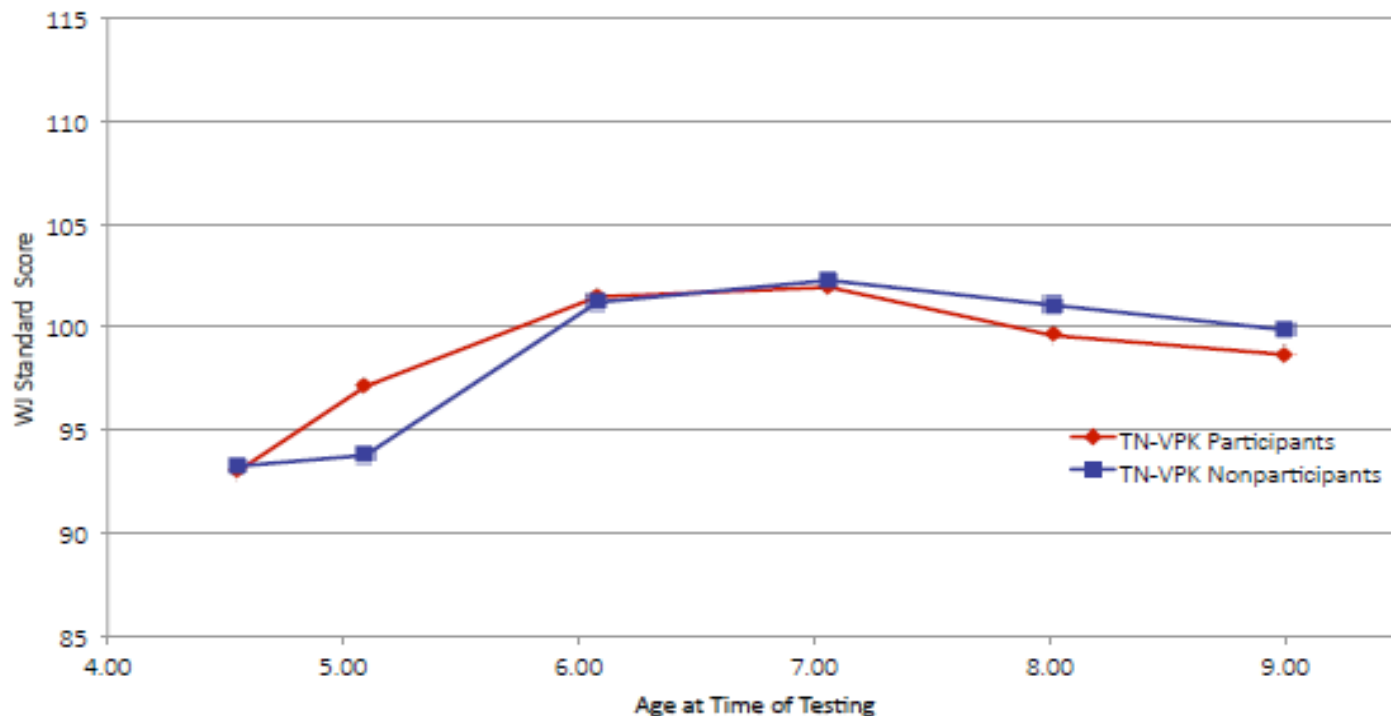


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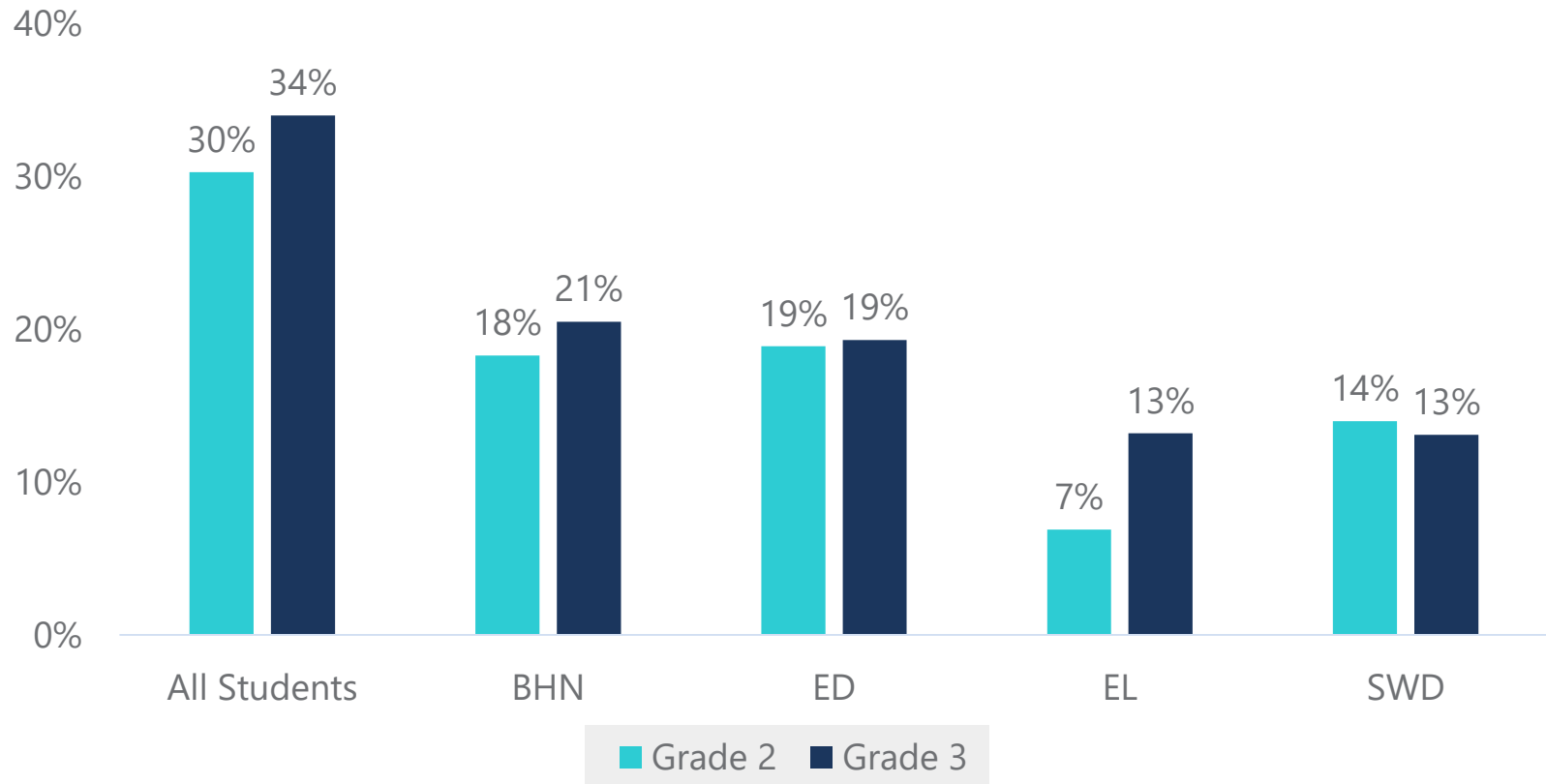
Overall Achievement Advantage Fades

WJ Composite6 Standard Scores (Pre-K through Grade 3)



2017 TNReady Data

Percent On Track/Mastered



Quality Improvement Efforts

- Definition of pre-K quality
- TN ELDS revisions to strengthen alignment with K-12
- Vertical alignment between pre-K and K-12 instruction
- Emphasis on Developmentally Appropriate Practice (DAP) and academic rigor
- **Strong instructional materials**
 - **Aligned to revised TN ELDS**
 - **One of three approved curricula to be implemented in fall 2018**
 - **Integration of standards**
 - **Emphasis on skill and knowledge building**



Considerations for Selection of Curriculum/ Instructional Materials

OEL's Quality Definition



Teaching and Learning

- Classroom Environment
- Daily Schedule and Use of Time
- Standards, Curriculum and Assessment
- Interactions and Instruction



Findings from the Pre-K Consensus Study

- “We have identified several factors that together seem to be “good bets” for supporting strong early learning in pre-k and other settings: the use of (1) **curricula that are known to build foundational skills and knowledge**, coupled with (2) **professional development** and coaching that enable teachers (3) to create **organized and engaging classrooms.**”

Both types of competencies work together during reading, writing, speaking and listening opportunities

SKILLS-BASED COMPETENCIES

concepts about print

word reading

fluency

alphabet knowledge

spelling

phonological awareness

KNOWLEDGE-BASED COMPETENCIES

The ability to understand and express complex ideas

vocabulary

oral language skills

concepts about the world

Conceptual Units vs. Thematic Units

Conceptual Units

- Build knowledge about the world
- Scaffold instruction that leads to students' understanding of big ideas
- Build students' vocabulary
- Promote cross-disciplinary investigation and discovery
- Example: Patterns in the weather

Thematic Units

- Build knowledge about a single topic or theme
- Learning activities and tasks are not sufficient to build students' understanding beyond the topic/theme.
- Cross content instruction is limited within the confines of the topic
- Example: fall, Halloween, Thanksgiving



Why High-Quality Curriculum and Instructional Materials Matter

Instructional Materials Matter

- Students whose teachers used high quality materials gained as much as **8 months of learning** compared to their peers.
- The effect size of better instructional materials is **larger than the effect of having a teacher rated at the 75th percentile** compared to an average teacher.
- Student learning increases **the longer they have access** to quality materials.

Quality Indicators of Effective Curricula

- Because young children enter a classroom with differing starting points and rates of learning, effective curricula include **carefully sequenced lessons** that support, build on, and can be adapted to each stage in a child's learning progression.
- Additionally, early learning is supported when children experience **instruction that scaffolds the deeper, underlying processes** that support learning at this age, such as reasoning and explaining, persisting when challenges are met, and transferring skills from one task to the next.

Effective Teaching and Learning

All students need exposure to learning standards; how we get them there varies. **Curriculum should explicitly address instructional decisions about what, how, where, and when.**

- The TN-ELDS and K-12 standards inform **WHAT** students need to know and learn.
- The instructional strategies based in developmental science inform **HOW** students will learn and grow toward the standards.
- The instructional structures inform **WHERE** the learning will occur.
- The scope and sequence of instruction and daily schedules inform **WHEN** the learning will happen.

Resources matter because they help...

- Build teachers' content knowledge
- Provide suggestions for adaptations of lessons while still meeting the intent of the standards
- Support in-class instruction and differentiation
- Offer structures to maximize the effectiveness of collaborative planning

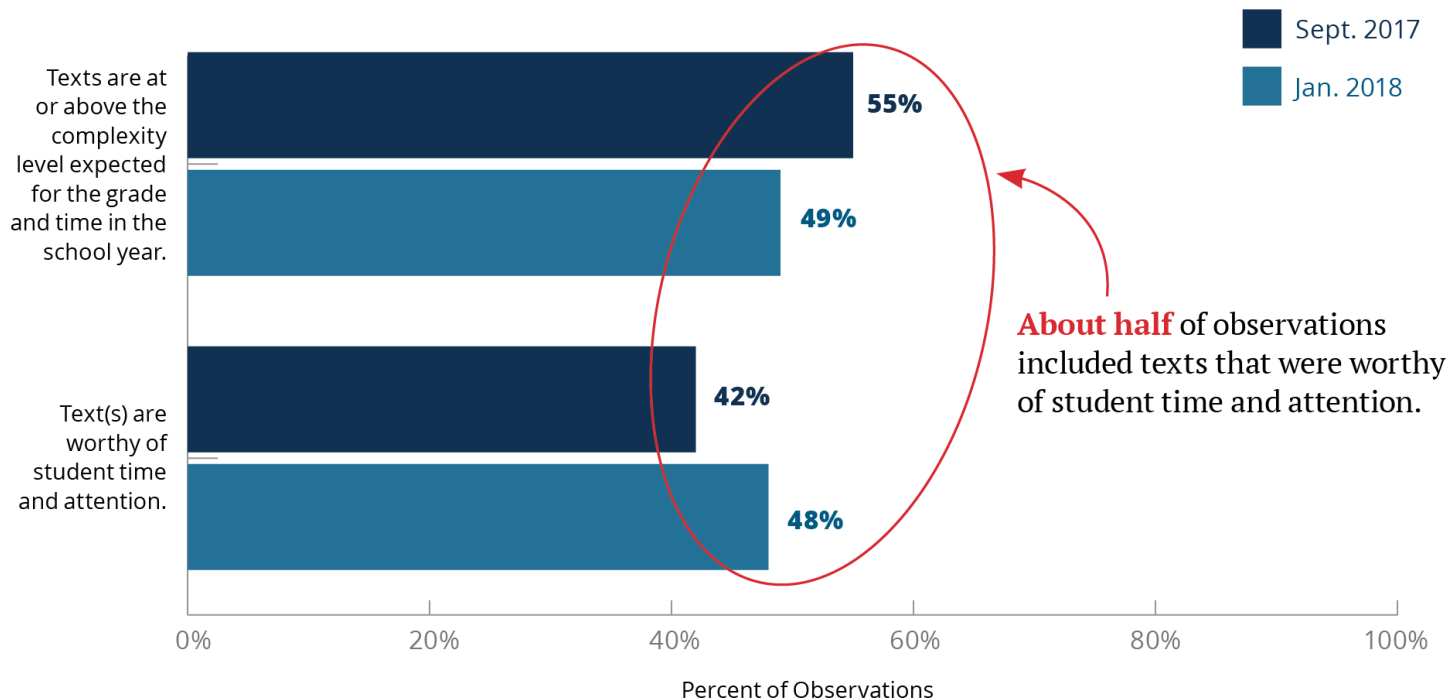
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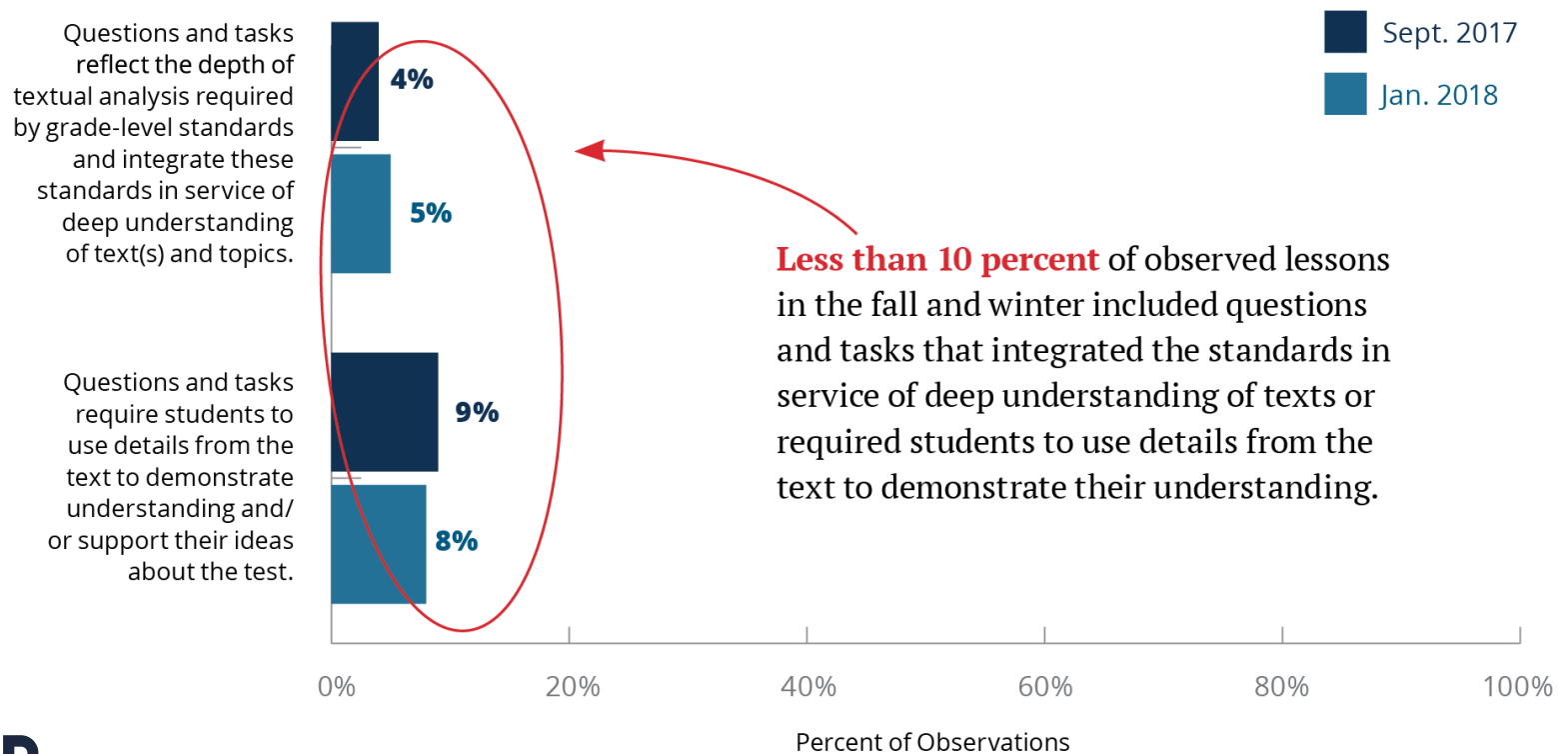
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What We Know About Curriculum Implementation

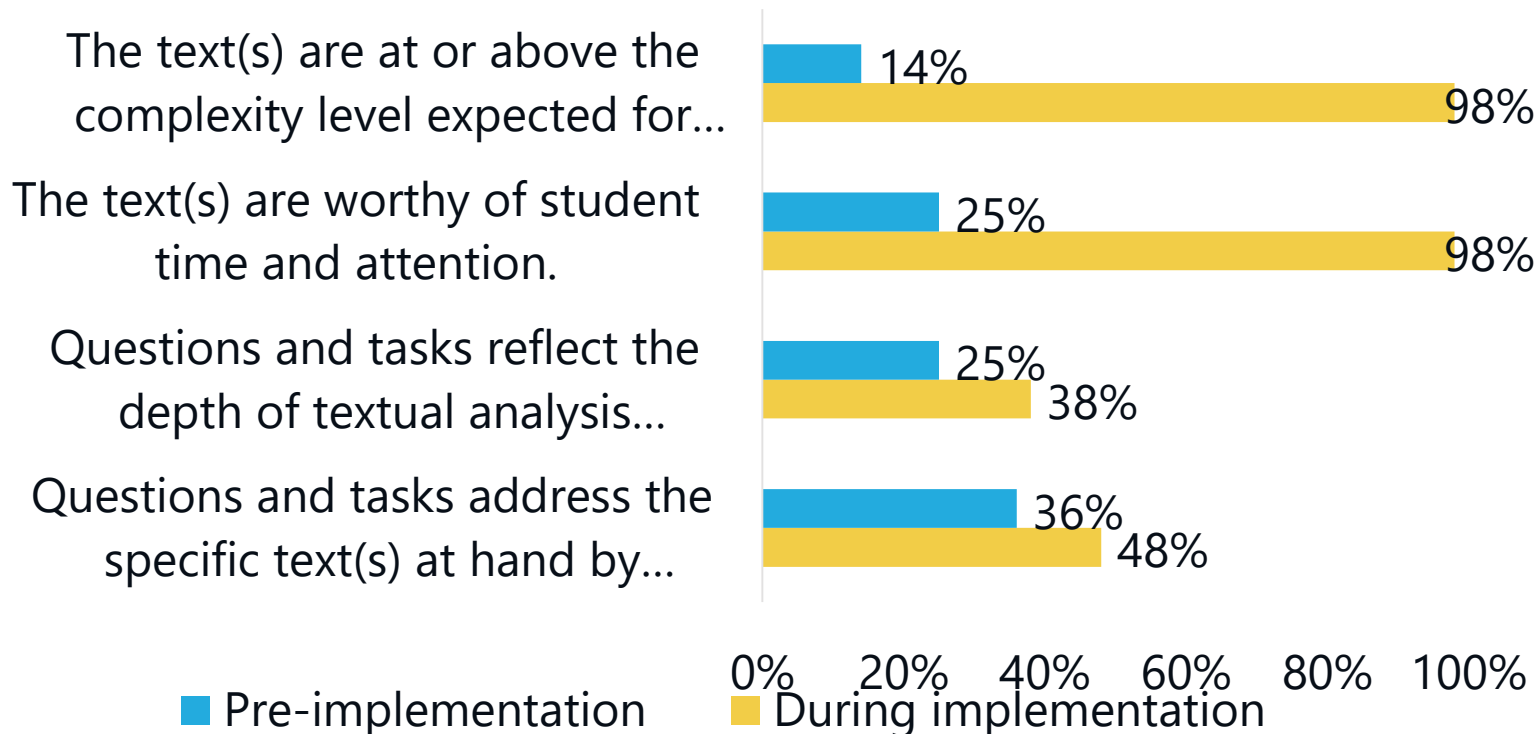
From observations of classrooms across the state . . .



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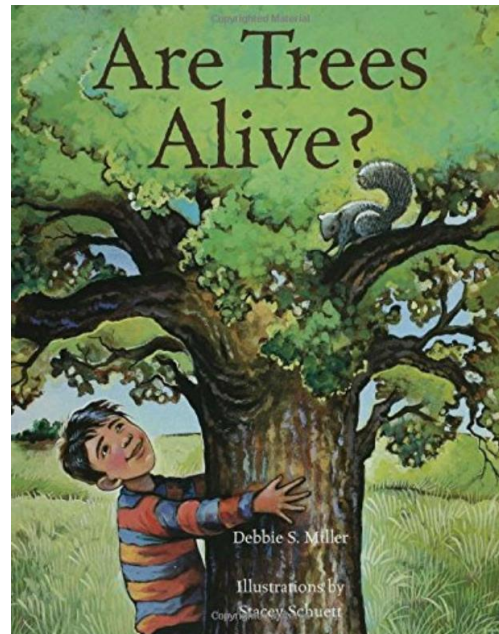


Quality materials can support better questions and student tasks.



In both rounds of implementation, teachers used some of the questions provided from the Unit Starters, but made significant modifications to the sequence to *varying degrees of effectiveness*.

Are Trees Alive?
Kindergarten



Desired Understandings from Reading

The purpose of this read is for students to compare how trees and humans have similar structures and functions and that both are living things.

Sequence from Unit	Observed Sequence
<ul style="list-style-type: none"> Use the text to explain why the roots of the tree are important for the tree to live and grow. How are roots similar to an anchor on a ship? 	<ul style="list-style-type: none"> Do you know what this is? Why would the author put [this map and a glossary] in the book?
<ul style="list-style-type: none"> What makes up the crown of a tree? 	<ul style="list-style-type: none"> Do you know what this is? Do you see the animals in this tree?
<ul style="list-style-type: none"> Why is it important for the leaves to be at the top of the tree? 	<ul style="list-style-type: none"> Leaves breathe through tiny holes. Does anyone remember what they are called? What does the leaf carry through its veins?
<ul style="list-style-type: none"> Our book says: “leaves breathe for the tree.” What does the author mean when they say this? How is the way we get our air different from how trees get their air? 	<ul style="list-style-type: none"> Let's look at their leaves. How are they different? What's the same about them? What's different?
<ul style="list-style-type: none"> Why does the tree carry sap? 	<ul style="list-style-type: none"> Does the willow tree have fruit?
<ul style="list-style-type: none"> We have seen pictures of trees during winter, spring, and autumn. Which season is left? How do trees look in the summer? 	<ul style="list-style-type: none"> According to this text, how do animals and plants help each other?

Professional Development

- “A teacher’s effective use of curricula, including knowing how to tailor and differentiate instruction for individual children, requires training.”
- “Integrated, on-going professional development and coaching are equally important to the effective implementation of curricula.”

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What Is Needed for Strong Implementation

Deep Understanding of the Standards

- Both teachers and leaders need to have a deep understanding of the standards:
 - What they mean
 - How they align to standards in the next grade (and the grade below if applicable)
 - What the expectations are for student mastery and how to scaffold learning towards mastery
 - What instruction should look like in pre-K (developmentally appropriate)

High Expectations for Student Learning

- Mindset matters. Teachers' beliefs about what students can do often leads to well-intended adaptations that dilute the rigor of the materials.
- In contrast, strict fidelity to the curriculum may result in a failure to meet students' learning needs.
- By utilizing a growth mindset and “teaching up”, teachers should maintain high expectations for students while providing the necessary scaffolding and supports that students need to meet the expectations of the standards.

A Clear Plan for Implementation

- Selection and ordering of materials
- A well-developed plan for high quality, ongoing professional development that includes:
 - Deep understanding of child development
 - a strong focus on how to use the materials
 - opportunities for teachers to collaborate during implementation and refine practice through cycles of continuous improvement
 - opportunities for coaching support with a strong emphasis on fidelity of implementation
- Consideration of class schedules and assessment practices in relation to the curriculum goals and instructional model
- Aligned systems to support strong implementation (e.g., TEAM)
- Ongoing opportunities for feedback and adjustments
- Time to learn, teach and refine practice

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Planning Considerations

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Session Evaluation

In order to claim TASL or PDPs, please complete the session evaluation at the below link or connect using a QR code reader app:

https://stateoftennessee.formstack.com/forms/early_childhood_summit_session_eval





Districts and schools in Tennessee will exemplify excellence and equity such that all students are equipped with the knowledge and skills to successfully embark on their chosen path in life.

Excellence | Optimism | Judgment | Courage | Teamwork