The Creative Curriculum for Administrators

2008 Early Childhood Summer Institute

Caroline Gooden, KEDS Project
Enjoy learning from each other
Overview to CC
  ◦ Curriculum
  ◦ Assessment
Questions as we go and parking lot
Break😊

Online accounts and approved versions
Administrative Considerations
Overview: What is the Creative Curriculum (CC)?

Comprehensive and sound curriculum, including research, content, environment, teachers, children, and families

Focus on interest areas

Continuous assessment system

Designed for children who are typically developing, with some adaptations for children with special needs

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Constructive play—a vehicle for learning
Social competence—key
Curriculum—assessment link
Partnerships with families
Teacher’s role: content, teaching, and learning
Inclusion and Developmentally Appropriate Practice
(2004 Teaching Strategies, Inc.)
Theory and Research

- **Considerable**
  - Based on the work of Maslow, Erickson, Piaget, Vygotsky, Gardner, Smilansky, brain research, and resiliency research

- **Continuing**
  - updated versions
  - new products

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Teacher’s Role

- **Flexible**—range of teaching approaches
- **Adapts**—instruction for children’s needs
- Encourages—variety of **settings**
- Establish **interest areas**
- Plan **studies** on topics of interest
Primary settings where children learn
Teach content through exploration of appealing materials
6 content areas:
  ◦ literacy (and print), math, science, social studies, arts, and technology
11 interest areas
  ◦ Blocks, dramatic play, toys and games; art; library; discovery; sand and water; music and movement; cooking; computers; outdoors

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The Learning Environment

Where the CC began; sets the stage for learning

- **Space** guidelines
- **Display** guidelines
- **Comfort** guidelines
- **Adaptation** guidelines
Family Involvement

- Every family—worthy of respect
- Families—involved in many ways
- Children learn best: teacher–family partnerships
- Differences—an opportunity for dialogue
A way to learn science and social studies while developing skills in literacy, math, arts, and technology

Support children’s ability to become totally engaged in topics

Challenge children to extend their thinking

Provide new information that is linked to what children already know
Assessment Procedures

- Engaging environment
- Observe daily, all settings
- Collect portfolio items (minor emphasis)
- Document observations
- Include parent observations
- Score and tally observations
- Plan activities based on results
Preschool Assessment: Developmental Continuum

4 Areas

- Social/Emotional
- Physical
- Cognitive
- Language
50 Objectives

- 13 for Social/emotional
- 8 for Physical
- 16 for Cognitive
- 13 for Language

- 4 or 6 Steps per objective
  - Four including forerunner = 200 items
    - Forerunner, Step 1, 2, and 3
  - Six including expanded forerunners = 300 items
    - Forerunner 1, 2, 3; Step 1, 2, 3

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50. Writes letters and words

Step 1: Uses scribble writing and letter-like forms

Step 2: Writes recognizable letters, especially those in own name

Step 3: Uses letters that represent sounds in words

Forerunners: Scribbles with crayons; experiments with writing tools; draws simple pictures to represent something

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Infants, Toddlers, and Twos Assessment (IT2)

Same 4 goals

- **Social/emotional**: to learn about self and others
- **Physical**: to learn about moving
- **Cognitive**: to learn about the world
- **Language**: to learn about communicating
21 Objectives

7 in Social/emotional
2 in Physical
6 in Cognitive
6 in Language

with 5 steps per objective = 105 items

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Observe daily
Record observations; list behaviors seen and heard;
Score each item (mark the appropriate step) based on at least 3 observations per item;
Finalize data 3 times per year:
   Fall/Winter/Spring
Break

Preview sample materials
Agenda

- Continue learning from each other
- Questions?
- Online accounts and approved versions
- Administrative Considerations
Online version with multiple applications
For IT2 and Preschool
Explore www.creativecurriculum.net

Teaching Strategies Inc., Publisher
From: An Overview for Families

www.creativecurriculum.net

Copyright 2004, Teaching Strategies, Inc.
CreativeCurriculum.net

- Teacher Site
  - Observations
  - Child Progress
  - Activities
  - Lesson Plans
  - Reports
- Parents Central
  - Communication Tools
  - Family Observations
  - Activity Library
  - Resource Center
- Administrators Site

Copyright 2004, Teaching Strategies, Inc.
Online assessment and curriculum planning system

Helps:
- Follow student progress
- Plan curriculum
- Communicate and collaborate
Teachers can...

- Enter observations notes online
Teachers can...

- Track children’s progress over time

### Individual Child Profile for Andrew

**Date of Birth:** April 4, 2000  
**Academic Year:** 2003/2004

<table>
<thead>
<tr>
<th>Key:</th>
<th>☑ Finalized Rating</th>
<th>☑ Preliminary Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seasons:</td>
<td>F=Fall  W=Winter  S=Spring</td>
<td></td>
</tr>
</tbody>
</table>

#### Social/Emotional Development

**Sense of Self**

1. **Shows ability to adjust to new situations.**
   - F Forerunner Examples:
   - I Treats arrival and departure as routine parts of the day.
   - II Accepts changes in daily schedule and routines.
   - III Functions with increasing independence in school.

2. **Demonstrates appropriate trust in adults.**
   - F Forerunner Examples:
   - I Show confidence in parents' and teachers' abilities to keep him/her safe and healthy.
   - II Regards parents and teachers as resources and positive role models.
   - III Knows the difference between adults who can help (family members, friends, staff) and those who may not (strangers).

3. **Recognizes own feelings and manages them appropriately.**
   - F Forerunner Examples:
   - I Identifies and labels own feelings.
   - II Is able to describe feelings and their causes.
Teachers can...

- Add photos of children and download scanned work samples

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Teachers can...

- Access reports on individual children and the class

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**Class Profile for AM class**

Currently Viewing...
Season: Fall
Academic Year: 2004/2005

**Social/Emotional Development**

**Sense of Self**

<table>
<thead>
<tr>
<th></th>
<th>Shows ability to adjust to new situations.</th>
<th>Children</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>Shows some forerunner behaviors of being able to adjust to new situations.</td>
<td>Jennifer Park, Ed Oh, Keisha Ferguson</td>
<td>New Experiences</td>
</tr>
<tr>
<td>I</td>
<td>Treats arrival and departure as routine parts of the day.</td>
<td>Bonnie Eisenson, Julio Gonzales</td>
<td>Coming and Going</td>
</tr>
<tr>
<td>II</td>
<td>Accepts changes in daily schedule and routines.</td>
<td>Margot Sokol</td>
<td>My Changing Day</td>
</tr>
<tr>
<td>III</td>
<td>Functions with increasing independence in school.</td>
<td>Marc Joseph</td>
<td>I'm Ready</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Demonstrates appropriate trust in adults.</th>
<th>Children</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>Shows some forerunner behaviors of demonstrating appropriate trust in adults.</td>
<td></td>
<td>Health and Safety</td>
</tr>
<tr>
<td>I</td>
<td>Shows confidence in parents' and teachers' abilities to keep him/her safe and healthy.</td>
<td>Bonnie Eisenson, Keisha Ferguson, Margot Sokol, Ed Oh</td>
<td></td>
</tr>
<tr>
<td>II</td>
<td>Regards parents and teachers as resources and positive role models.</td>
<td>Jennifer Park</td>
<td>Talking with Adults</td>
</tr>
<tr>
<td>III</td>
<td>Knows the difference between adults who can help (family members, friends, staff) and those who may not (strangers).</td>
<td>Julio Gonzales</td>
<td>Conversations</td>
</tr>
</tbody>
</table>

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Teachers can...

- Find activities for lesson planning

**Copy Cat**

**Children's Interests**

Young children attempt to make sense of their world by listening to sounds around them. Helping them notice, identify, remember, a phonological awareness, an important component of literacy development.

**You may observe development as this child:**

25. Explores cause and effect
26. Applies knowledge or experience to a new context
28. Compares/Measures
30. Recognizes patterns and can repeat them
38. Hears and discriminates the sounds of language
39. Expresses self using words and expanded sentences
40. Understands and follows oral directions

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**What to Observe:**

You may observe development as this child:
Create Weekly Planning Forms

<table>
<thead>
<tr>
<th>Planning for Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Monday</strong></td>
</tr>
<tr>
<td>Group Time</td>
</tr>
<tr>
<td>(songs, stories, games, discussion, etc.)</td>
</tr>
<tr>
<td>Stories</td>
</tr>
<tr>
<td>Small Group Activities</td>
</tr>
<tr>
<td>Special Activities (field trips, special events, etc.)</td>
</tr>
<tr>
<td>Other</td>
</tr>
<tr>
<td>Notes</td>
</tr>
<tr>
<td>(reminders, changes, children to observe)</td>
</tr>
</tbody>
</table>

**WEEKLY PLANNING FORM**

- Planning Changes to the Environment
- Week of: 02/24/2004
- Study/Project: Water
- Assistant: Megan

**Children’s Interests**

<table>
<thead>
<tr>
<th>Blocks</th>
<th>Dramatic Play</th>
<th>Toys and Games</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>Library</td>
<td>Discovery</td>
</tr>
<tr>
<td>Sand and Water</td>
<td>Music and Movement</td>
<td>Cooking</td>
</tr>
<tr>
<td>Computers</td>
<td>Outdoors</td>
<td>Family/Community Involvement</td>
</tr>
</tbody>
</table>

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Communicate and collaborate with families

- Invite a New Family Member for Lani
  To invite a new family member, fill out the form below and an invitation will be sent out immediately to their email account.

*Indicates required field

Parent First Name: 
Parent Last Name: 
Parent Email*: 
Main Message: (not editable)

Dear <Family Member>,
YOU'VE BEEN INVITED!
I invite you to learn more about how your child is progressing in the classroom through a Web service called CreativeCurriculum.net.

Custom Message:

SUBMIT

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Teachers and families can...

- Peruse articles of interest

CreativeCurriculum.net Articles

How Children Learn

- Brain Research: What It Has Told Us About Learning
- Emotional Intelligence Versus IQ
- How Is Your Child Smart?
- Playing with Your Preschooler
- Playing with Your Toddler
- The Four Types of Play
- The Social Dance

Promoting Social and Emotional Development

- Helping Your Child Relate to Others
- Providing Your Child With Firm and Loving Guidance
- Social/Emotional Development
- Teaching Your Child About Feelings and Self-Control

Strengthening Physical Development
Teachers and families can...

- Find links to useful web sites

Suggested Links for Parents

These links were chosen based on the quality and reliability of their information on child development. If you would like to submit a site, send suggestion(s) to: info@teachingstrategies.com.

Links for Parents

- Teaching Strategies, Inc.
  - Comprehensive educational information for teachers and parents with children from birth through age 5 from Teaching Strategies, publishers of early childhood materials including The Creative Curriculum.

- American Academy of Pediatrics
  - This ultimate resource on children allows you to take a reading check-up on your child as well as look at where the AAP stands on a variety of issues.

- LDOnline: Learning Disabilities Information and Resources
  - This comprehensive site for parents, teachers, and children provides information about where to find help, what’s new in the field, and how to help children unde
Families can...

- Make observations about their child

Welcome to CreativeCurriculum.net, a unique online tool to help early childhood professionals in your child's program follow his/her progress, plan the curriculum, and communicate and collaborate with you.

Through this tool, family members will be able to:

- Receive messages and images from your child's teacher and respond through your online journal.
- Complete a developmental survey to assess your child's progress and view development reports.
- Get personalized activity recommendations for your child.
- Learn more through the extensive resource list.

To get started, select from the green main menu above, or view the Family Guide to CreativeCurriculum.net, a step-by-step guide to using this important online resource.

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Families can...

- Keep up-to-date on what their child is doing at school

Through this tool, family members will be able to:

- Receive messages and images from your child’s teacher and respond through your online journal.
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Basic System Requirements

- Access to the Internet
- Windows 98 or higher
- Mac OS9 or higher
- Netscape 5.0 or higher
- Internet Explorer 5.0 or higher
- System OPTOMIZED for Internet Explorer 6.0
- Adobe Acrobat Reader
- Disable Pop Up Blockers
- Browser set to accept cookies

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Teacher Reports

- Individual students
  - Individual child profile
  - Developmental area report
  - Developmental report

- Classrooms
  - Class profile
  - Weekly planning
  - Class summary
  - Advanced progress and outcomes
  - Gains
  - Snapshot
  - Progress and outcomes

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Administrative Reports

- **Schools**
  - Progress and outcomes
  - Advanced progress and outcomes
  - Program analysis
  - Gains
  - Snapshot
  - Executive summary
  - Correlation reports (Head Start)
  - Two year comparison
  - Various management reports
Curriculum and Assessment System

- Birth to 36 months: Infants, Toddlers, and Twos or IT2
- 3 to 5 years: Preschool
- Smooth transition between versions
- **Online** assessment: Creative.curriculum.net
Approved CC Versions in KY

- For Preschool
  - Online Creativecurriculum.net
  - CC–PORT

- For IT2
  - ONLY Creativecurriculum.net

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Teacher skills

What skills are needed??

- Understanding of curriculum
- Understanding of child development
  - Observational
  - Documentation
- Reliability in scoring
- Computer online accounts
- Others
Recommended Training

- Curriculum: 2–3 days
- Assessment: 1–2 days
- Implementation checklist (optional): 1 day
- Annual and new staff updates
- By publisher or certified trainers—contact Nancy Lovett or KDE

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Costs

- **CC Toolkit (paper)**
  - includes DC, Teacher’s Guide, Goals & Objectives Poster, Individual Child Profiles, Class Summary Worksheet, Child Progress/Planning Reports; English and Spanish ~ $76

- **CC–PORT (disc)**
  - The CC Progress and Outcomes Reporting Tool disc ~ $43 (ONLY for preschool)

- **CreativeCurriculum.net ~$13/child/year**
Resources

- www.teachingstrategies.com
- www.Creativecurriculum.net
- Study Starters
- Implementation Checklist
  ◦ Allows teachers and administrators to evaluate effectiveness of implementation
- And lots more…

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Review and Discuss

Strengths and weaknesses

Discussion