High-Quality Prekindergarten Components: Curriculum

Early Childhood Education Division

Agenda

- Overview of high-quality prekindergarten components referenced in HB3
- High-quality prekindergarten component – Curriculum
  - Research
  - Description
  - FAQs

- Higher quality
- Resources & support

Overview

Focus on High-Quality

"…not all pre-k programs successfully support early learning. It is decidedly not the case that just any pre-k program operating under just any circumstances will provide young children with the inputs they need to produce, let alone sustain, early developmental gains."

Quality

The Current State of Scientific Knowledge on Pre-Kindergarten Effects. Brookings Institute. April 2017. p 23.

High-Quality Prekindergarten Components

- Curriculum

- Student progress monitoring

- Teacher qualifications

- Teacher/student ratio

- Family engagement

- Program evaluation

- Data reporting

References

All information contained in this webinar can be found in:

- Statute: TEC §29.164 – 29.172
- Commissioner's Rule: TAC §102.1003
- 86th Legislative Session: HB3

Curriculum

Pre-k programs are not all equally effective. Several effectiveness factors may be at work in the most successful programs. One such factor supporting early learning is a well implemented, evidence-based curriculum.

Consensus Statement from the Pre-Kindergarten Task Force: *The Current State of Scientific Knowledge on Pre-Kindergarten Effects.* Brookings Institute. April 2017.

TEC 29.167

(a) A school district shall select and implement a curriculum for a prekindergarten program that:

(1) Includes the prekindergarten guidelines established by the agency;

(2) Measures the progress of students in meeting the recommended learning outcomes; and

(3) Does not use national curriculum standards developed by the Common Core State Standards Initiative.

What Does it Mean?

Prekindergarten Curriculum ←→ **Alignment** → 2015 Texas Prekindergarten Guidelines

Ten Domains

- Social & Emotional Development
- Language & Communication
- Emergent Literacy – Reading
- Emergent Literacy – Writing
- Mathematics
- Science
- Social Studies
- Fine Art
- Physical Development
- Technology

2015 Texas Prekindergarten Guidelines

TEA Texas Education Agency

TEXAS

Prekindergarten Guidelines

(Updated 2015)

Approved by the Commissioner of Education, December 22, 2015

By around 48 Months of Age	End of Prekindergarten Year Outcomes	Examples of Child Behaviors	Examples of Instructional Strategies
Child records own name in whatever manner she is able.	IV.C.1. Child writes own name (first name or frequent nickname) using legible letters in proper sequence.	The child: • writes his first name. • copies or writes name using sensory materials such as on a "gel" bag, with shaving cream, or in sand. • writes his first name from memory on center waiting lists and art work. • signs name on letters such as a thank you note to a visitor.	The teacher: • provides opportunities for the child to use magnetic or plastic letters or alphabet stamps to create her own name. • provides sign-in-sheets on which child can print his name. • creates graphs using questions or prompts for child to respond to by writing her name under the appropriate heading, such as "Which is your favorite kind of ice cream? Vanilla, chocolate, or strawberry?" "How are you feeling today? Happy, sad." • has child sign her name on art work, graphs, letters, lists, daily news.
Child spontaneously "writes" in various ways.	IV. C. 2 Child moves from scribbles to some letter-sound correspondence using beginning and ending sounds when writing.	The child: • engages in "write the room," copying letters from posters, charts, letter walls, and books found around the room to compose a message. • writes spontaneous letters she knows, such as in her name to compose a message. • writes regularly in journals or blank books.	The teacher: • provides the child word cards with pictures on which he can match letters to sounds. • models formation of letters and provides opportunities for the child to write on blank unlined paper. • has the child write the letters for initial sounds heard in wording written on documents such as charts, lists, and daily news. • talks about the features of letters as she writes them in front of the child. • provides a variety of materials to practice writing, such as sand, shaving cream, and finger paint.

Instructional Materials List (SBOE)

- Texas DLM Early Childhood Express

- Opening the World of Learning, Texas Comprehensive Pre-K

- Big Day for Pre-k, Texas Program

- High Scope Preschool Curriculum & Assessment

- Frog Street Pre-k Texas System

- Teaching Strategies System for Pre-K, Texas Edition

FAQs – Curriculum

Question:

Our district has been using a locally-designed curriculum for over twenty years. Do we have to change our curriculum?

Answer:

If the district's locally-designed curriculum aligns with the 2015 Texas Prekindergarten Guidelines, the district meets the regulation's requirement. It would be prudent to carefully review the locally-designed curriculum periodically to assure that it is aligned with the Guidelines.

Higher Quality

Goal = Positive Child Outcomes

Definition of High-Quality
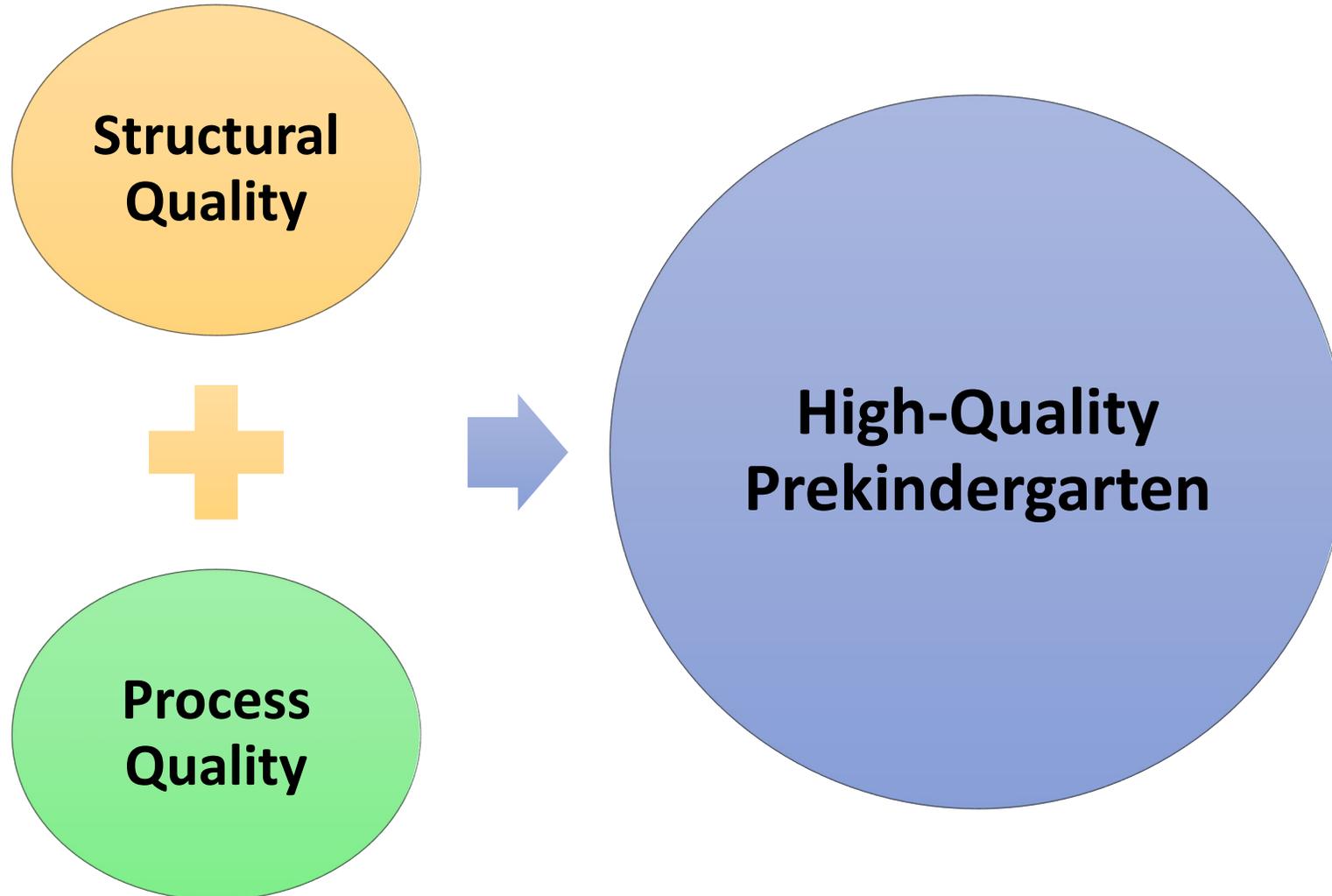
Structural Quality

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Process Quality

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High-Quality Prekindergarten

Structural Quality

- Curriculum
- Student Progress Monitoring
- Teacher Qualifications
- Teacher/Student Ratio
- Family Engagement
- Data Reporting
- Program Evaluation

Higher Quality – Curriculum

Items to Ponder:

- Are the prekindergarten teachers well-trained in the implementation of the prekindergarten curriculum to ensure horizontal alignment?

- Does the LEA have a scope and sequence document to ensure that all concepts and skills in the 2015 Texas Prekindergarten Guidelines are introduced, reinforced and practiced with fidelity?

- Is the prekindergarten learning environment designed to fully implement the curriculum?

- Is the curriculum effective in meeting student identified needs?

> It is best practice that prekindergarten programs serving eligible 3-year-old students also adhere to the high-quality components referenced in statute and Commissioner's Rule.

Resources & Support

Resources

- 2015 Texas Prekindergarten Guidelines https://tea.texas.gov/Academics/Early_Childhood_Education/High-Quality_Prekindergarten_Program/

- Instructional Material List https://tea.texas.gov/Academics/Early_Childhood_Education/High-Quality_Prekindergarten_Program/

- Children's Learning Institute (CLI) https://www.childrenslearninginstitute.org/

- Education Service Centers http://tea.texas.gov/regional_services/esc/

- *Early Childhood Program Self-Assessments* https://tea.texas.gov/Academics/Early_Childhood_Education/High-Quality_Early_Childhood_Program_Self-Assessment/

High-Quality Checklist

Prekindergarten High-Quality Measure – Curriculum	Proficiency	Proficiency in Progress	Follow-Up
The curriculum used in the prekindergarten program aligns with the 2015 Texas Prekindergarten Guidelines.			
The curriculum used in the prekindergarten program is effective in meeting the identified needs of the enrolled students, including English learners.			
Each prekindergarten teacher is trained in using the prekindergarten curriculum to ensure fidelity of use.			
The LEA has developed and implemented a scope and sequence to ensure that all concepts and skills in the 2015 Texas Prekindergarten Guidelines are introduced, reinforced and practiced within the prekindergarten years.			
The prekindergarten learning environment is aligned with the curriculum used.			

Support

Website

https://tea.texas.gov/earlychildhoodeducation.aspx

Phone/email support

earlychildhoodeducation@tea.texas.gov

"If you want your children to be intelligent, read them fairy tales. If you want them to be more intelligent, read them more fairy tales."

- Albert Einstein -