

ALIGNING CURRICULUM

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WHAT IS CURRICULUM?

- Curriculum is everything teachers intend children to learn in the classroom. It includes goals and objectives in social, emotional, physical and cognitive domains.

WHAT IS ALIGNMENT?

- Alignment is identifying the big ideas that underlie each grade level and intentionally providing children with the experiences that pave the way for the new learning.

RATIONALE FOR ALIGNMENT

Learning is facilitated when children have the prior knowledge necessary to process new experiences

Frequency leads to automaticity and more efficient recall and use.

Automatic responses frees the brain to attend to other learning.

New learning is more easily processed if children have foundational prior knowledge

WHAT TO ALIGN ?

- **Social objectives (Social behavior Routines, Rules)**

Examples: Social behavior: Making friends
 Routines: Keeping things neat
 Rules: controlling anger

Emotional objectives

Examples: working collaboratively, expressing opinions

- **Cognitive objectives**

Examples: Logical/scientific thinking

- **Physical objectives**

Examples: body control, game skills

VALUE OF P – 3 ALIGNMENT?

- Teachers, by identifying the big ideas that underlie classroom objectives, provide more directed curriculum.
- Desired rules and routines are automatic and more easily acted upon
- Automaticity saves time and leaves brain free to learn new things
- New learning is more easily integrated because prior knowledge is in place.

CPC: I3 MODEL

1. GOALS

2. WHO IS INVOLVED

3. WHAT DO THEY DO

4. INFORMATION
NEEDED

5. WRITTEN PLAN

6. COMPONENTS

1. PROGRAM GOALS

- Provide consistent and developmentally appropriate instructional practices throughout the early learning years.
- Provide clear understanding to teachers, parents, and others of how to support learning in multiple domains at each stage of development.
- Assess and monitor children's progress throughout the year.
- Ease transition from one grade level to another.

PROGRAM REQUIREMENTS

- Implement an endorsed Curriculum Alignment Plan from PreK to 3rd grade that is aligned to standards, domains of learning, assessments, and learning activities.
- Provide a rationale for the Curriculum Alignment Plan including supplemental materials.
- Collaborate with the PRT to ensure that opportunities to engage families in student learning are available.
- Provide meaningful professional development and ongoing coaching and feedback for teachers, aides, and other staff members that will facilitate high-quality instructional practices.

2. WHO IS INVOLVED

CPC leadership team members and teachers regularly participate in grade-level and across grade meetings throughout the year.

Liaisons for curriculum alignment and parent involvement share their information and strategies for promoting continuity in instruction and parent engagement with other schools.

3. WHAT DO THEY DO?

- Teachers and administrators agree on
- basic goals, objectives, rules and routines for each grade level.
- Teachers and administrators select evidence-based resources (academic curricula, texts, extra materials and equipment, school and classroom practices).
- Teachers meet in grade level and cross grade groups to plan curricula and review programs

4. INFORMATION NEEDED

- Normative expectations
- Prior year curricula
- Grade level assessments, including social/emotional screening.
- Prior year records and grades
- Observations, including physical, social
- Classroom tests
- Standardized norm referenced tests

5. PLAN CRITERIA

- 1. Aligned to standards (Head Start, Common Core, etc.)?
- 2. Addresses all areas of development.
- 3. Identifies big ideas at grade level and across grade levels.
- 4. Balances child-initiated and teacher-directed activities
- 5. Provides ongoing assessment of child progress and objective evidence of learning.

6. PLAN OUTLINE

- Curricula name(s), rationale, assessments, & evidence of effectiveness
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- Implementation emphasis: content & methods
- Professional development
- Challenges
 - Alignment gaps
 - Communication

FINDINGS

- Moderate to high degree of fidelity to alignment plans (3.57 – 4.73) , slightly better in 1-3 than Prek-K.
- Large school to school and year to year differences.
- Challenging to get all components of the model functioning together.
- Role for annual assessment of fidelity.

IN CONCLUSION

- **Alignment is important; it is an essential component in the CPC Prek-3 model.**
- **CPC model assumes synergy among components.**