

**Quality Initiatives and Curriculum
Comprehensive Curriculum System Approval
October 23, 2003
First Presbyterian Church, Charleston**

Present: Linda Abercrombie, Joan Adkins, Sally Byard, Cynthia Curtis, Mimi Davis, Karen Duckworth, Jacqui Dudley, Jan Griffith, Ginger Huffman, Ann Nutt, Cathy Stout, Jackie Thompson, Julia Wright

Key Discussion Points	Key Decisions
<p>Overview of task:</p> <ul style="list-style-type: none"> • Using established criteria and evaluation tool develop consensus recommendations for approved curriculum list • Arrive at one consensus evaluation of each publication submitted 	
<p>Philosophy Implications During the individual review process issues arose around the implications of some of the meaning of curriculum standards when viewed in practice.</p> <p>The committee reviewed Position Statements on curriculum as well as appropriate/inappropriate practice statements in relation to curriculum planning. The group reaffirmed guiding values for approval of curriculum.</p>	<p>Values stated that support developmentally appropriate practice and policy requirements:</p> <ul style="list-style-type: none"> • All developmental domains are inter-related and fully integrated throughout the curriculum. • Children learn through active exploration and experimentation, play as the vehicle; making meaningful choices; and through child initiated/adult facilitated environments. • Children’s uniqueness is recognized-temperament, culture, economic status, ability and interests. Curriculum planning responds to the child’s individuality. • Curriculum does not assume a specific developmental level but emerges from ongoing observation and assessment of individual children. • Curriculum is meaningful and challenging to children and relates to and builds on their culture, community and experiences. • Family involvement is essential. • Ongoing professional development is essential.
<p>Initial Review of Curricula Based on the reiterated philosophy and review of materials prior to committee discussion, the group screened the list of curricula to</p>	<p><i>Creating Child Centered Classrooms</i> (Step by Step) – group discussion requested <i>Creating Inclusive Classrooms</i> – discuss for a companion resource/ consensus that it was not</p>

Key Discussion Points	Key Decisions
<p>determine which curricula needed group discussion to reach a consensus recommendation.</p>	<p>complete enough for stand alone curriculum per evaluation criteria. <i>Creative Curriculum</i>- Consensus to recommend. <i>DLM Early Childhood Express</i> – Consensus that implementation did not meet the required philosophy of curriculum standards. <i>Handwriting Manuals</i>- Consensus that did not meet criteria for all domains. Only one content specific. <i>High Reach Butterflies</i>- Consensus that did not support the philosophy and requirements of the curriculum standards. <i>High Reach Frameworks</i>- Group would like further discussion <i>High Scope</i>- Consensus to recommend <i>Pebble Soup</i>- Request to complete evaluation as a group <i>Pinnacle</i>- Group discussion requested <i>Pre-K Reading</i>- Content specific, did not meet criteria for comprehensive curriculum <i>Pre-K Math</i> - Content specific, did not meet criteria for comprehensive curriculum</p>
<p><i>Discussion of Identified Curricula</i> <i>High Reach Frameworks</i> Discussion evolved around the philosophical issue of prescribed sequence of activities and prescribed objectives. It was the consensus of the group that this did not uphold the expectations of §126-28-11.</p> <p><i>Pinnacle</i> Discussion evolved around the philosophical issue of prescribed sequence of activities and prescribed objectives. It was the consensus of the group that this did not uphold the expectations of §126-28-11.</p> <p><i>Creating Child Centered Classrooms</i> Discussion around some content areas and depth of information.</p>	<p>Consensus evaluation per evaluation tool and supportive research that Frameworks would not be recommended as it did not meet 100% rating of “In depth” or “Adequate” in Section 1. Philosophy. Curriculum was rated adequate on 2 of 8 criteria.</p> <p>Consensus evaluation per evaluation tool and supportive research that Pinnacle would not be recommended as it did not meet 100% rating of “In depth” or “Adequate” in Section 1. Philosophy. Curriculum was rated adequate on 2 of 8 criteria.</p> <p>Consensus evaluation per evaluation tool to recommend. At a minimum 46 of 47 criteria rated “In depth” or “Adequate”</p>

**Quality Initiatives and Curriculum
Comprehensive Curriculum System Approval
October 24, 2003
First Presbyterian Church, Charleston**

Present: Linda Abercrombie, Joan Adkins, Sally Byard, Mimi Davis, Karen Duckworth, Jacqui Dudley, Jan Griffith, Ginger Huffman, Ann Nutt, Cathy Stout, Jackie Thompson, Julia Wright

Key Discussion Points	Key Decisions
<p><i>Pebble Soup</i> Group completed the full evaluation tool together for a consensus evaluation</p>	<p>Curriculum rated in Section 2, 38 of 47 criteria were rated “In depth” or “Adequate”. A minimum of 42 is required for recommendation.</p>
<p><i>Companion Materials</i> <i>Creating Inclusive Classrooms</i> The group discussed requiring this resource as a companion supplement to all approved curricula to support and enhance the goal of inclusive classrooms. Ginger will follow up with Bob Angel from Marshall.</p>	<p>Will recommend that this resource be a required companion to all curricula.</p>
<p><i>Learning to Read and Write</i> The group discussed requiring this resource to supplement and enhance all curricula in appropriate content and strategies for ELSF language and literacy learning criteria.</p>	<p>Will recommend that this resource be a required companion to all curricula</p>
<p>“Position Statement” Ann will draft a position statement of the committee’s basis for decision making on curriculum to be recommended. Draft will be sent to committee for edit. This will be presented in draft form to PIECES Advisory Council and upon approval be used to communicate information about the approved list.</p>	
<p>Communication of Curriculum Recommendations The recommendations will be presented to PIECES Advisory Council. Based on their approval suggestions were made to communicate with counties.</p> <ul style="list-style-type: none"> • Ann will check on including information in technical assistance sessions in early December. • Lists will be distributed to county 	<ul style="list-style-type: none"> • Ann will incorporate information into TA presentation.

Key Discussion Points	Key Decisions
<p>contacts and placed on website</p> <ul style="list-style-type: none"> • Display or workshop at Celebrating Connections? • Tool or checklist to be given to counties to help make decision <p>Ann will develop a memo to each publisher that submitted curriculum and correlations to inform them of approval status. Position statement to be included.</p>	<ul style="list-style-type: none"> • Staff will distribute information • Ginger will follow up on potential for a room at Celebrating Connections. Perhaps invite publishers. • Sally will develop a brief check list or question list to give counties things to think about as they select their curricula
<p><i>Publisher appeals of committee decisions</i> Refer to department leadership and Advisory Council for guidance</p>	<p>Advisory Council guidance needed.</p>
<p><i>Professional Development</i> Committee expressed over the course of curriculum selection numerous times the essential nature to make available quality professional development of the implementation of a comprehensive curriculum and assessment system. Teachers need supportive assistance to be able to observe, assess and plan appropriately in response. Some recommendations discussed were: <i>Model classrooms</i></p> <ul style="list-style-type: none"> • Specific ECERS-R score with “reliable” observer • Variety of settings • Inclusive models <p><i>Coursework</i></p> <ul style="list-style-type: none"> • Develop a course in conjunction with higher education that could be a 3 college credit hour course • Identify trainer qualifications and provide train the trainer to have community capacity to offer the course around the state • Tie to WV STARS • Potential to build on course being developed with Concord and Head Start Technical Assistance • Offer ways that college credit could be 	<p>Request guidance from PIECES Advisory Council on group to act on the need, in particular coursework for upcoming summer.</p>

Key Discussion Points	Key Decisions
<p>received</p> <ul style="list-style-type: none"> • Research option of week long Summer Institutes- for this summer • Examine the potential to “modularize” for use through the CCR & R training teams for all early childhood providers <p><i>Mentor/ TA options in conjunction with coursework</i></p> <p><i>Communicate with Higher Education</i></p> <ul style="list-style-type: none"> • Communicate ELSF and curriculum standards to seek support • Think about principals and administrators <p>Be sure to coordinate offering of professional development with public school “dates” to count in a school year (July to June)</p>	
<p><i>Other Issues</i></p> <ul style="list-style-type: none"> • Consider ways for classrooms to have resources to implement the curriculum • Consider faith-based support 	
<p><i>Lessons Learned</i></p> <p>State in memo materials will not be returned. If publishers wish materials to be returned, postage will be at their expense.</p> <p>State policy areas on the evaluation tool that could impact recommendation.</p> <p>For reviewers pair “prescribed” curricula with not for basis of comparison on depth of information.</p>	