Texas Education Agency

Adapting or Adopting Prekindergarten Curriculum for Remote Settings

July 29, 2020

Meet Your Presenters!

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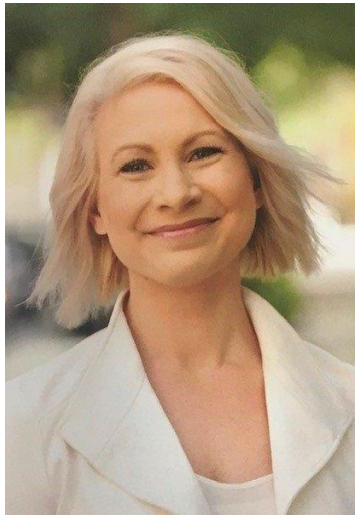


Dana Moyer
Manager, Instructional Materials and Implementation

Session Materials

- Webinar recording and resources will be posted by tomorrow
- Use the Q + A feature to ask questions throughout the session

Strong Start Resources

TEA COVID Site

Our Current Reality

- The pandemic and subsequent rapid evolution of school models has further illuminated inequities that have always existed.

- Students of color, students experiencing poverty, and emerging bilingual students have had less access to rich, engaging instruction at grade-level. This was exacerbated in the spring.

- Teachers have had to perform a daunting task – recreating materials to serve the needs of students across fully in-person, hybrid, and full remote settings.

- Access to the technology required to engage virtually is varied and there's an added challenge in providing appropriate remote instruction for young learners (Pre-K-2) and diverse learners.

Source: Instruction Partners

Essential Questions

How do I make sure that all of my students, regardless of their learning environment, experience high-quality instruction that is aligned to the Texas Prekindergarten Guidelines?

How do I accomplish that without seeing all or some of my students in person every day?

Overview of Series

Module 1: Designing for Instructional Quality, Coherence, and Continuity

Module 2: Adapting or Adopting Pre-K Curriculum for Remote Settings

Module 3: Adapting or Adopting Math Curriculum for Remote Settings

Module 4: Adapting or Adopting Reading Language Arts Curriculum for Remote Settings

Module 5: Adapting or Adopting Science & Social Studies Curriculum for Remote Settings

Module 6: Implementing Texas Home Learning 3.0

Series developed in collaboration with Instruction Partners.

Module Outcomes

- Identify the features of a high-quality prekindergarten curriculum and a possible process for reviewing your district materials
- Consider how to adapt prekindergarten curricula for remote & asynchronous settings
- Explore a Texas district sample Prekindergarten distance learning plan
- Coming soon: Texas Home Learning for Prekindergarten

High-Quality Prekindergarten Curriculum

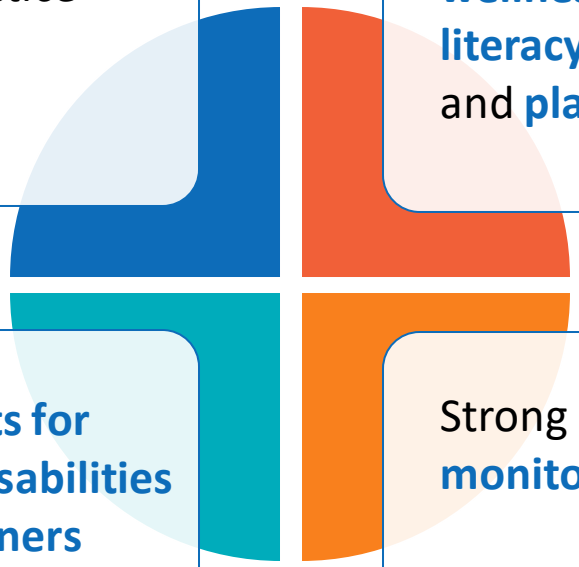
High-Quality Instructional Materials for PK

Integrated content across all 10 domains of the Texas Prekindergarten Guidelines:

Usability for both on-campus and remote settings

Developmentally appropriate practice

Emphasis on **health and wellness**, **language and literacy** development, and **play**



Includes **supports for students with disabilities** and **English Learners**

Strong **progress monitoring**

Usability and additional supports for families

High-Quality Instructional Materials (HQIM) and COVID-19

The Challenge	HQIM
Teachers developing their own curricula had a difficult time adapting to remote learning in the spring.	Alleviate the burden of designing lessons, adapting them to work both in person and remotely, and supporting cohorts of students with diverse needs.
Those supporting teachers must help teachers optimize their teaching for each and every student.	Make it easier for principals and coaches to support all teachers, despite changing teaching and learning scenarios.
Schools are relying on groups of adults for an unprecedented amount of student support, care, and guidance.	Provide consistency and predictability for those supporting adults, while teachers remain the core instructors.

Source: Instruction Partners

Pathways – Adapt or Adopt

Considerations for adapting or adopting

Do my materials align to the key features of high-quality instructional materials and the needs for remote learning? What are the gaps?

Based on the gaps we identified, **what would need to be adapted** to create alignment?

Based on the gaps we identified, **what are my options to adopt?**

What are the **capacity**, **allocation**, **and time needs** to create alignment?

What are the **capacity**, **allocation**, **and time needs** to adopt?

What pathway supports meeting what I want to be true for teaching, learning, and student support across all models?

Resource: TEA School System Reflection Tool

Adapting Materials for Remote Prekindergarten

Asynchronous Planning

- Prekindergarten is only eligible for funding in the remote asynchronous method for recording attendance

Remote Asynchronous Method: LEAs earn ADA through an approved plan

- Daily engagement
- Instructional materials
- Progress monitoring
- Teacher supports

Submit plans by Oct.1, 2020

This method allows for synchronous instruction in shorter time increments

- Not tied to the 180 minutes
- Developmentally appropriate
- Based on LEAs approved plan

Full-day pre-k requirement?

- 75,600 instructional minutes required
- LEAs can request an exemption from full-day pre-k

Adapting Prekindergarten Materials

Planning for Instructional Quality, Coherence, and Continuity

#1 - No Adaptations Needed

Could be used for remote learning with few or no adaptations

- Worked well during spring distance learning
- Family-friendly
- Ex. Read aloud materials

#2 – Some Adaptation Needed

Adaptation needed to support remote learning

- Modification to materials or format of plans
- Ex. List of materials found at home for each unit

#3 – Supplemental Resources

Additional tool or resource outside of current materials

- Ex. New parent communication tool

Low **Assign Staff to Adapt Materials** High

Resource: TEA Reflection Tool

Considerations and Adaptations for Remote Learning

Predictable schedules for learning	Create a child-facing version of recommended home learning schedule
Formative Assessment to Support Mandated Progress Monitoring	Set up system for parent check-ins, photo submission of child's work
Learning Centers	Modify learning centers to use materials commonly found at home
Knowledge of developmentally appropriate practices	Provide parent-friendly resources and trainings on play-based learning

District Remote Learning Plans

A Tale of Two Districts: Pre-K 4 SA

EARLY CHILDHOOD CENTERS SERVING 8 MEDIUM-LARGE URBAN SCHOOL DISTRICTS IN THE SAN ANTONIO AREA

COMMON PREKINDERGARTEN CURRICULUM

TEACHERS WILL LEVERAGE THE CURRICULUM AS PRIMARY RESOURCE, SUPPLEMENTING WITH TEXTS, ACTIVITIES, HOME VISITS, AND SUPPORT

Pre-K 4 SA

Do my current instructional materials meet the key features of HQIM, including those needed for remote instruction?

- **Developmentally appropriate** practice — ✓Met with current materials
- Emphasis on **health and wellness, language and literacy** development, and **play** — ✓Met with current materials
- Includes **supports for students with disabilities** and **English Learners** — ✓Met with current materials
- Strong **progress monitoring**
- **Usability for both on-campus and remote settings**
- **Usability and additional supports for families**

Example: PreK4SA

The Pre-K 4 SA Remote Learning experience will keep the focus on high-quality early learning while delivering instruction from a distance.

Adapting the current curriculum, PreK4SA will add to the approach:

Instructional Support

- Developmentally Appropriate Practice
- Learning through play
- Consistent daily routine (establish predictability for students)
- Small group and individual instruction for all students
- Virtual class meetings to develop a sense of community
- Daily progress monitoring

Instructional Staff

- Teacher
- Assistant Teacher
- Dedicated support from adult in the home
- 1:10 teacher: child ratio
- Support from Behavior Specialists and Instructional Specialist

Home-School Connection

- Teachers working remotely to show what instruction looks like in the home
- Providing copies of read aloud texts to families
- Socially distanced home visits
- City Explorations
- Connection to Parent Liaison and Parents as Partners

Technology

- Support communication
- Platform sharing to allow children and families to contribute to the classroom
- Ongoing parent trainings

Pre-K 4 SA: Usability for families and remote setting

- Virtual Parents as Partners meetings
- Connection to Parent Liaison
- Daily interaction with each child/supporting adult
- Teacher availability via phone
- Distribute materials for small group activities including read-aloud text utilizing meal pick-up process

- Lesson plans adapted weekly using a format and language easily understood by supporting adult
- Teachers creating “how-to” videos and training guides for supporting adult
- Community discussion board connects families to post questions/ideas

Pre-K 4 SA: Progress monitoring

- Daily sign-in
- Daily interaction and activity with each child/supporting adult
- Weekly phone call/video chat with each family
- Teacher availability via phone

- Ongoing parent trainings on technology use and curriculum philosophy
- Weekly individual video meeting with each student

A Tale of Two Districts: District B

SMALL RURAL DISTRICT

COMMON PREKINDERGARTEN CURRICULUM AVAILABLE

TEACHERS PRIMARILY BUILD THEIR OWN LESSONS FROM SEVERAL RESOURCES

District B: Small district

- **Developmentally appropriate** practice
- Emphasis on **health and wellness, language and literacy** development, and **play**
- Includes **supports for students with disabilities** and **English Learners**
- Strong **progress monitoring**
- **Usability for both on-campus and remote settings**
- **Usability and additional supports for families**

✓Met with current materials

✓Met with current materials

✓Met with current materials

District B – Adapt or Adopt

Considerations for adapting or adopting

Do my materials align to the key features of high-quality instructional materials and the needs for remote learning? What are the gaps?

Based on the gaps we identified, **what would need to be adapted** to create alignment?

What are the **capacity**, **allocation**, **and time needs** to create alignment?

Based on the gaps we identified, **what are my options to adopt?**

What are the **capacity**, **allocation**, **and time needs** to adopt?

What pathway supports meeting what I want to be true for teaching, learning, and student support across all models?

Resource: TEA School System Reflection Tool

Texas Home Learning 3.0

THL 3.0 is a freely accessible, optional, aligned suite of resources that educators can use fully or in-part to support the new learning environment

Texas Home Learning 3.0

CURRICULUM

PreK-12 digitized, standards-aligned curricular content customized for Texas and the current learning environment

TECHNOLOGY

Suite of technology tools including a learning management system to support student engagement and instructional collaboration

PROFESSIONAL DEVELOPMENT

Content and technology focused professional development to support educators with implementation both in classroom and remote settings

Districts may optionally adopt none, part, or all of any of the three components above

The prekindergarten program is a comprehensive package

Texas Home Learning Prekindergarten

Additional guidance is coming soon!

Each grade level and subject resource includes:

- **Unit plans** and daily **lesson plans aligned to TX PK Guidelines**
- **Formative** & **summative** unit assessments
- Built in **progress monitoring**
- **Digital** format with **printing** capability
- **Teacher**, **student**, and **family** supports
- Accessibility supports for **all learners**

All components are tightly aligned and deliberately sequenced and spiraled. Materials within a grade and subject are designed to be used together as a complete set.

An LMS helps schools, students, and families to keep learning on track, even in a remote environment

Remote learning is hard. The right technology can help.

An LMS allows schools and families to manage student learning to **keep kids on track, even at a distance.**

An LMS **brings together teachers, students, parents, and administrators** to provide easy access to classes, assignments, grades, and more.

With an LMS, administrators can **take a heavy burden off of teachers and staff** and save valuable time and money.

An LMS helps make measuring student engagement for asynchronous learning plans simple

An LMS helps bring together everything districts and families need to keep students on track, especially with remote learning

Instructional Tools
Texas Home Learning Resources
Host Courses, Curriculum and Texts
Accessibility Features
Quiz and Gamification Tools

Communication and Collaboration
Calendar Management
Grading and Feedback Tools
Staff and Student Collaboration
Parent and Staff Communications

Learning Management System Integrations

Assessment Management
Assessment Item Banks
Interim Assessments
Assessment Management

Systems Management
Single Sign On
Automated Attendance Recording
Student Information Systems
Google & G Suite Integrations

Data Analytics
Progress Monitoring
Student Growth Tracking
School and District Trends

TEA has negotiated a statewide license for Schoology for all interested districts for two years

schoology®

A PowerSchool Unified Classroom™ Product

Free two-year license

for Schoology LMS for any interested LEA paid for by TEA

- Districts must **begin using Schoology** anytime between today and **March 1st, 2021** to benefit from license
- License allows for **integration with existing platforms, forthcoming THL instructional resources** and other products as needed
- **Current Schoology customers may pause** current contract to benefit from additional 2 years of LMS
- **Implementation support** available from TEA, Schoology, and Texas ESCs

Learn more about the THL LMS on the TEA Instructional Continuity webpage or sign up today at www.powerschool.com/texas!

Districts and teachers will have access to ongoing professional development throughout the 2020-2021 school year

Remote Learning and School Models

PD offered to districts to optimize remote or hybrid learning. PD comes in the form of:

- ESC support
- Webinars
- Office hours
- Targeted support

Instructional Materials

PD offered to from vendors and ESCs. PD comes in the form of:

- Live webinars
- On-demand tutorial videos
- "Train the trainer" sessions
- Customized training for purchase

Storage, Classroom, and Learning Management System

PD offered to districts to give training on system use and implementation. PD comes in the form of:

- ESC support
- 3-hour district on-boarding course for the LMS
- Interactive online trainings
- Self-paced learning courses

ESCs will fully support district implementation and training for THL 3.0

Closing

Suggested Actions

Review district survey data, if applicable, on remote learning from spring to inform approach.

Assign staff roles and responsibilities for curriculum review and ongoing implementation.

Conduct materials reviews of your prekindergarten curriculum for alignment to key features of HQIM, including those needed for remote instruction.

Review Texas Home Learning 3.0 materials, when available, to see if any meet local needs.

COVID-19 Support: Instructional Continuity Planning

- Texas Home Learning

- Reflection Tool
- Sample School Models
- Materials from this session

Upcoming Webinars

Date	Module
~~July 27, 10 – 11 AM CST~~	~~1: Designing for Instructional Quality, Coherence, and Continuity~~
~~July 29, 10 – 11 AM CST~~	~~2: Adapting or Adopting Prekindergarten Curriculum for Remote Settings~~
July 31, 10 – 11 AM CST	3: Adapting or Adopting Math Curriculum for Remote Settings
August 3, 10 – 11 AM CST	4: Adapting or Adopting RLA Curriculum for Remote Settings
August 5, 10 – 11 AM CST	5: Adapting or Adopting Science & Social Students Curriculum for Remote Settings
August 7, 10 – 11 AM CST	6: Implementing Texas Home Learning 3.0

Q & A

Thank you!

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