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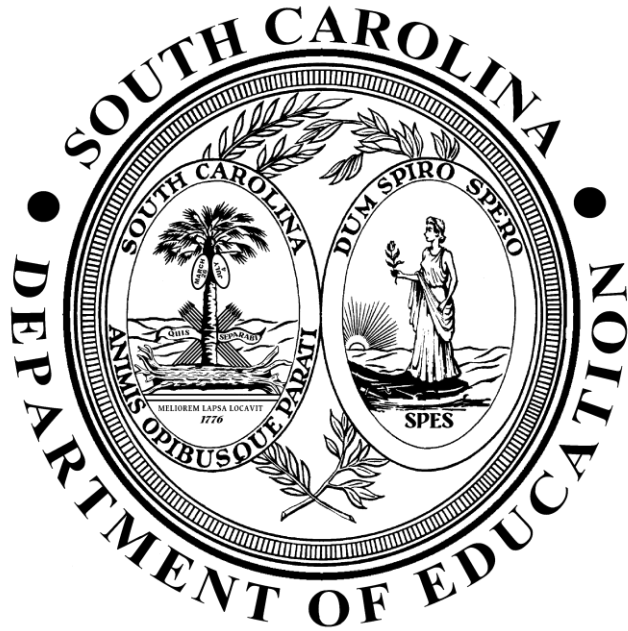
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STATE OF SOUTH CAROLINA

DEPARTMENT OF EDUCATION

ELLEN E. WEAVER

STATE SUPERINTENDENT OF EDUCATION



Child Early Reading Development and Education Program
Approved Curriculum Review Report

Act 284

January 30, 2023

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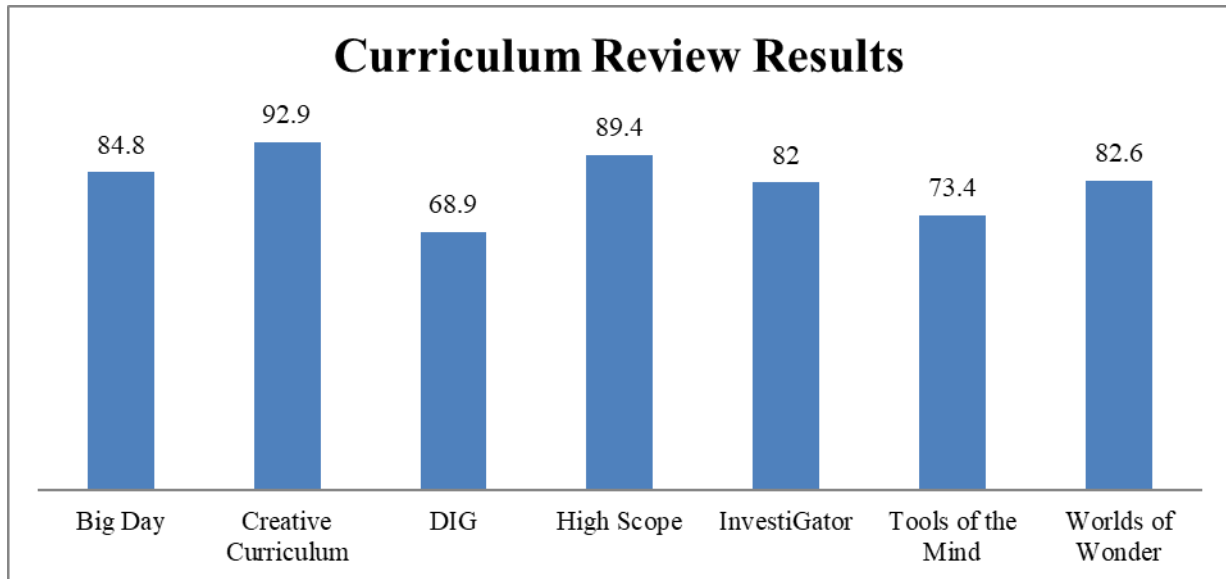
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Outcomes

In order to meet the requirements of Act 284 (Read to Succeed), the Office of Early Learning and Literacy (OELL) conducted a review process to approve curricula which meet the criteria outlined in legislation. The approved, research-based preschool curricula list was the result of a comprehensive and rigorous review process conducted by a panel of experts in the field of early childhood education. Seven curricula were submitted through the South Carolina Department of Education’s (SCDE) OELL Call for Submission.

- Develop. Inspire. Grow (DIG) by Abram Learning Trends,
- Creative Curriculum, 6th Edition by Teaching Strategies,
- High Scope by High Scope,
- Big Day in Pre-K by Houghton Mifflin Harcourt,
- Worlds of Wonder by McGraw-Hill,
- InvestiGator Club by Robert Leslie, and
- Tools of the Mind by Tools of the Mind.

The curriculum review panel used a rubric to score each of the curricula submitted. The rubric consisted of six criteria focusing on curriculum goals, child development skills, scope and sequence of instruction, focused teaching through investigation and play, diversity, and research based. The following chart illustrates the results for each curriculum.



The following curricula scored eighty percent or higher on six components of the curriculum review rubric:

- Big Day in Pre-K by Houghton Mifflin Harcourt;
- Creative Curriculum by Teaching Strategies;
- High Scope by High Scope;
- InvestiGators by Robert Leslie; and
- Worlds of Wonder by McGraw Hill.

In addition, the curriculum review panel determined that Montessori education is an approved curriculum through the work in the SCDE's Office of Innovation and Effectiveness work on personalized and innovative learning.

SCDE OELL received notification from one of the approved curricula that the materials and curriculum were to be retired in 2024. This particular curriculum was the choice of approximately 40% of South Carolina's CERDEP districts. To address this concern, the OELL conducted a review process to update the approved curricula list. The OELL followed the same protocol as 2017. Two curricula were submitted through the South Carolina Department of Education's (SCDE) OELL Call for Submission.

- Frog Street Pre-K by Frog Street Press LLC
- PreK On My Way by Scholastic Inc.

The curriculum review panel used a rubric to score each of the curricula submitted. The rubric consisted of six criteria focusing on curriculum goals, child development skills, scope and sequence of instruction, focused teaching through investigation and play, diversity, and research based. The following chart illustrates the results for each curriculum. The following curricula scored eighty percent or higher on six components of the curriculum review rubric:

- Frog Street Pre-K by Frog Street Press LLC
- PreK On My Way by Scholastic Inc.

Mandate

Act 284 (Read to Succeed) Section 59-156-110 creates and funds the South Carolina Child Early Reading Development and Education Program (CERDEP) which is a full day, four-year-old kindergarten program for at-risk children which must be made available to qualified children in all public school districts within the state. Section 59-156-150 states that the South Carolina Department of Education (SCDE), must generate an approved curriculum list CERDEP. In addition, CERDEP providers must use a high-quality, center-based program that uses an approved research-based preschool curriculum that addresses all foundational early learning domains including critical child development skills, emerging and early literacy, numeracy, and social and emotional development.

Process

The OELL organized a curriculum review in order to comply with legislation. The OELL began the process by researching preschool curriculum on the [What Works Clearinghouse](#) website. The website reviews the existing research and best practice in education and publishes this information to educators to support evidence-based decisions from high-quality research. In addition, the OELL team researched other states preschool approved curriculum lists to determine what other early childhood programs are currently using across the United States. The sample states research indicated that forty-six percent of states maintained an approved, preschool curriculum list while fifty-four percent of the sample states did not have an approved, preschool curriculum list.

Next, the OELL communicated with all district superintendents to request nominations of early childhood experts to serve on the curriculum review panel. To be considered to serve on the curriculum review panel, individuals were to be recognized as experts in the field of early childhood by meeting the following criteria:

- taught or supervised in an early childhood setting for at least five years;
- exhibits deep knowledge and understanding of early child developmentally appropriate practices and early childhood learning domains (early literacy, numeracy, and social and emotional development); and
- makes informed decisions in regards to implementing and aligning standards, curriculum, authentic assessments, and technology to meet the needs of all learners.

Call for Submission Process

The OELL prepared a call for submission webpage that included information that vendors need to submit a proposal to be considered. The call for submission process and webpage information is provided below.

Process and Instructions

The process begins when the SCDE issues a call for submission to publishers, independent and public companies, school districts, and other interested entities. Vendors wishing to have a curriculum submitted for the curriculum review process, please read the guidelines below and the enclosed materials which provide South Carolina's requirements for approved curricula. Submit the following materials:

1. A complete description of how the curriculum meets the criteria described below (please follow guidelines on page limits);
2. A completed crosswalk of the proposed curriculum with the SC Early Learning Standards; and
3. A complete copy of the curriculum proposed.

Materials for the review process must be received by Wednesday, October 12, 2022, by 5:00pm.

Criteria for Developmentally Appropriate Curriculum

All organizations applying to provide an approved curriculum for the SCDE OELL CERDEP curriculum must satisfactorily meet all of the criteria listed below. Applications must describe how curriculum meets the criteria listed below and submits supporting documentation:

All curricula must meet the following six criteria. Please describe, in a total of no more than five pages front and back (ten page total) single-spaced, in a twelve point font, how the curriculum meets the following requirements. A submission cover page is provided and should be included in the packet. The submission cover page does not count in the five page front and back (ten page total) count. Appendices may be included in the document and will not count in the five page front and back (ten page total) count.

1. Research based:

The curriculum must articulate a research base for the approach and clearly demonstrate how the curriculum utilizes research as a basis for making decisions about experiences provided for children. The curriculum may also have empirical evidence regarding the effectiveness of the curriculum collected with sound research methodology. The curriculum focuses on critical child development skills, especially early literacy, numeracy, and social and emotional development

2. Planning process:

The curriculum must have a process to guide adults in making decisions about learning experiences provided for all children. The curriculum describes the intent or developmental goals of given experiences. The curriculum includes an ongoing process for observing and documenting information related to all individual children's level of development, current skills, and interests, and using information to develop plans. Experiences provided for children should be derived from each child's needs, abilities and interests with appropriate teacher/caregiver input and facilitation. The curriculum should include plans for a variety of types of experiences and activities, including large group, small group, individual, child initiated, and teacher-initiated activities.

3. Social environment:

The curriculum must provide appropriate guidance on how teachers/caregivers can facilitate children's social-emotional development, including guidance on adult-child interactions, promoting children's peer relationships, and managing children's behavior.

4. Age and developmentally appropriate:

Materials and experiences in the curriculum must be appropriate for the age and developmental levels of children targeted and should include both child-directed and teacher/ caregiver-directed activities. The focus should be engaging for children, play-based, and present concepts that are concrete and relevant to children's everyday experiences. The materials and experiences should be flexible enough to promote each child's development and learning in both indoor and outdoor settings and provide a variety of experiences that support children in making choices, exploring and demonstrating independence. Materials and experiences must be free of violent and otherwise unacceptable content.

5. Diversity:

The curriculum supports the development and learning of children from diverse backgrounds and explicitly addresses how adults provide experiences that are culturally relevant and sensitive for children and families who reflect a variety of developmental abilities cultures, languages, socio-economic status, and structures.

6. Training:

Describe the training program available for implementation of the curriculum. Describe if there are any specific requirements regarding training prior to implementation, if any (i.e., the number of staff required to attend, frequency, etc.).

Submissions must meet all the requirements specified in the call for submission. Limited technical assistance is available for vendors needing guidance with submission.

2022 Curriculum Review Timeline

| <i>Date</i> | <i>Event</i> |
|-----------------------------|--|
| Friday, September 23, 2022 | Call for submission |
| Wednesday, October 12, 2022 | Deadline for vendors to submit curriculum materials |
| October 24-25, 2022 | Curriculum review panel meeting for curriculum review rubric and selection process |
| November 14, 2022 | OELL to complete synopsis for SBE |
| November 28, 2022 | Send approved curriculum list to districts and vendors |
| December 13, 2022 | OELL to present recommendations to the SBE for information |
| January 17, 2023 | Curriculum Showcase hosted by OELL |
| March 10, 2023 | Districts to notify OELL the curriculum chosen |

Curriculum Review Process and Rubric

The curriculum review panel will use a rubric for determining whether the preschool curriculum is a research-based preschool curriculum that focuses on critical child development skills, especially early literacy, numeracy, and social and emotional development and if the curriculum aligns with state content standards as stated in Act 284. The curriculum review panel will consider the following basic criteria.

- The curriculum goals are clear – both the knowledge to be attained and the skills to be learned.
- The curriculum focuses on critical child development skills, especially early literacy, numeracy, and social and emotional development.
- The curriculum has a detailed scope and sequence of instruction.
- The curriculum content is learned through focused intentional teaching, investigation, and play.
- The curriculum includes variations for children with special needs or disabilities, children of varying abilities, and English language learners.
- There is proof of the research upon which the curriculum is based.

After the completion of the selection process, the OELL will notify districts and publishers regarding the approved curriculum list. The OELL will provide information to the state board of education.