



## **Standards for Programs: Curriculum**

### **Program Standard 1:**

The program implements a quality curriculum aligned with the RI Early Learning Standards that promotes learning and development in all the domains and learning goals in the areas of Approaches to Learning, Social and Emotional Development, Literacy, Language Development and Communication, Mathematics, Science, Creativity, and Physical Health and Development.

### **Description:**

The curriculum includes the knowledge and skills to be acquired by children based on the framework of the RI Early Learning Standards, along with plans for learning experiences through which children develop this knowledge and these skills. Each plan includes the skills children will learn, a description of the process through which children will learn, the roles of the teacher to foster learning, and the design of an environment to support the development of these skills.

### **Indicators:**

- The program has a written philosophy statement on curriculum that guides the implementation of a quality curriculum.
- The program has a written curriculum aligned with the RI Early Learning Standards that includes all the developmental domains. The curriculum is written to guide practitioners in supporting children's growth and development.
- The program has a system that supports practitioners to develop competencies in using the program curriculum to develop plans and learning experiences that enhance children's learning.



## **Program Standard 1: Curriculum Assessment Worksheet**

### **Program Standard 1:**

The program implements a quality curriculum aligned with the RI Early Learning Standards that promotes learning and development in all the domains and learning goals in the areas of Approaches to Learning, Social and Emotional Development, Literacy, Language Development and Communication, Mathematics, Science, Creativity, and Physical Health and Development.

**Indicator 1:** The program has a written philosophy statement on curriculum that guides the implementation of a quality curriculum.

#### **Guiding Questions**

- Does your program currently have a written philosophy statement on curriculum that is available to program staff, families and other interested people?
- Does the statement include the content areas of the curriculum that align with the RI Early Learning Standards?
- Does it reference the importance of the additional three quality components of curriculum: how children learn (process), the design of the environment (context), and the role of teachers (teaching and facilitating) to support children's learning?
- Is the philosophy statement written in a way that is understandable and clear to staff and families?

Program strengths:

Ways that our program can be strengthened and improved:

## Rhode Island Early Learning Standards



**Indicator 2:** The program has a written curriculum aligned with the RI Early Learning Standards that includes all the developmental domains. The written curriculum is used to guide practitioners in supporting children’s growth and development.

### Guiding Questions

- Does your program have a written curriculum that includes learning goals that are aligned with all 8 domains of the RI Early Learning Standards? (Content)
- As part of your written curriculum, is there a description of the important ways children learn including purposeful play, meaningful engagement and social interactions? (Process)
- Does your curriculum include a description of the varied teaching strategies that are utilized to support each child’s learning? (Teaching and Facilitating)
- Is there a description of the importance of designing and creating an environment that offers children opportunities to explore, discover, and feel safe? (Context)
- Is this curriculum available and implemented by all practitioners on a program-wide basis?

Program strengths:

Ways that our program can be strengthened and improved:

## Rhode Island Early Learning Standards



**Indicator 3:** The program has a system that supports practitioners to develop competencies in using the program curriculum to develop plans and learning experiences that enhance children's learning.

### Guiding Questions

- Is there a program-wide process for determining staff's strengths and needs in the area of curriculum?
- Does the process include self-reflection and feedback from administrators, peers and families?
- Are staff members encouraged to be self-directed learners by engaging in an ongoing self-assessment of their competencies related to implementing a quality curriculum aligned with Standards?
- Is there a written plan describing how the program supports the professional development of staff that is based on the strengths and needs of practitioners?
- Does the program's professional development plan utilize a variety of resources and strategies to support staff in acquiring needed competencies in the area of curriculum?

Program strengths:

Ways that our program can be strengthened and improved:

**Rhode Island Early Learning Standards**



Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Program Quality Improvement Plan

## Program Standard 1: Implementing a Quality Curriculum Aligned with the R I Early Learning Standards

GOAL:		
Strategies	Time Frame	Progress

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Strategies	Time Frame	Progress

**Date** we will evaluate progress and reassess goals: \_\_\_\_\_