

Implementing *The Creative Curriculum for Infants, Toddlers & Twos* For Administrators and Professional Development Staff

Are you looking for an infant, toddler, and twos curriculum to use in your program? Are you wondering if *The Creative Curriculum® for Infants, Toddlers & Twos* is right for your program? Are you already using a curriculum but want to make a change? Are you already using *The Creative Curriculum® for Infants, Toddlers & Twos* but want to make sure your teachers are implementing it effectively? If you answered yes to any of these questions, this is the place to begin finding answers to your questions.

Choosing a Curriculum

A well-designed curriculum meets the standards of the profession and helps you construct a high-quality program. In selecting a curriculum for your program, you must first learn all you can about it. To learn more about *The Creative Curriculum® for Infants, Toddlers & Twos*

- read *The Creative Curriculum® for Infants, Toddlers & Twos*.
- find out how *The Creative Curriculum®* aligns with your state as well as national standards.
- ask others who are implementing *The Creative Curriculum®* about their success.
- attend an introductory session on *The Creative Curriculum® for Infants, Toddlers & Twos* at a local, regional, or national conference.
- send an e-mail to info@teachingstrategies.com for answers to your questions.

Once you have selected *The Creative Curriculum® for Infants, Toddlers & Twos*, you can start planning how to implement it in your program.

Implementing *The Creative Curriculum® for Infants, Toddlers & Twos*

As you begin to develop your plan for helping teachers learn about and effectively implement *The Creative Curriculum® for Infants, Toddlers & Twos*, think about the different phases of implementation. Each phase is briefly described below:

Phase I: Develop an Implementation Plan

Needs Assessment

A one-size-fits-all approach to implementing curriculum would be simple. However, each teacher in your program is unique and at a different stage professionally. A needs assessment helps you decide the training and resources needed for effective implementation.

What To Do

Complete *The Implementation and Planning Tool for The Creative Curriculum® for Infants, Toddlers & Twos* to help you identify each teacher's level of curriculum implementation, areas of strength, and areas where professional development is recommended. With the information gathered by using the *Tool*, you can tailor professional development services to each teacher's skill level and individual strengths and needs.

Review *A Trainer's Guide To The Creative Curriculum® for Infants, Toddlers & Twos*, which provides you with guidance to implement *The Creative Curriculum® for Infants, Toddlers & Twos* in your program. The first section helps you with program planning and implementation. It provides guidance on how to determine training needs and develop an organizational training plan, introduce the curriculum, and develop individual professional development plans for your staff members. The guide also contains complete instructions for conducting 45 workshops.

Provide Resources

The Creative Curriculum® for Infants, Toddlers & Twos is not a scripted curriculum. We value teachers' abilities to be creative, make decisions, and shape their program based on the needs of their children. Teachers need high-quality resources and classroom materials to make this happen.

What To Do

Take an inventory of what each classroom currently has and what is needed. Refer to *The Creative Curriculum® for Infants, Toddlers & Twos* and the information you collected from *The Implementation and Planning Tool* as a guide.

Make sure that each teacher has his or her own copy of *The Creative Curriculum® for Infants, Toddlers & Twos*.

Make decisions about the method your teachers will use to assess and report children's progress using *The Creative Curriculum® Developmental Continuum for Infants, Toddlers & Twos* ([paper](#) or [online](#) version).

Prepare a Schedule

By mapping out a training plan for one or more years, you will have a schedule for action. Without this, your staff development efforts may not be successful.

What To Do

Create a one- to two-year professional development plan. Include time and resources for

- orientation
- on-site assistance
- staff time for collegial learning
- extended professional development

Determine if you will have a Teaching Strategies Professional Development Network Trainer come to your program or if you will send staff to a Teaching Strategies national conference.

For onsite professional development, complete the online [Professional Development Needs Assessment form](#) and a staff member from the Teaching Strategies Sales and Customer Solutions team will contact you.

Phase II: Introducing the Curriculum

Introduce *The Creative Curriculum® for Infants, Toddlers & Twos* to Your Staff

In the beginning stages of implementation, it helps to have an expert who really knows and understands the curriculum to introduce it to the entire staff. This person will motivate your staff members and help to ensure successful implementation.

What To Do

Arrange for a 3-day introduction to *The Creative Curriculum® for Infants, Toddlers & Twos* in one of the following ways:

- Schedule a Teaching Strategies Professional Development Network Trainer to come to your program.
- Send a program representative to a Teaching Strategies national conference or professional development session offered at the Helen H. Taylor Center for Professional Development at Teaching Strategies headquarters. The representative can then share the information with others.
- Send teachers to a Teaching Strategies national conference.

Arrange for a 2-day introduction to the *The Creative Curriculum® Developmental Continuum for Infants, Toddlers & Twos*.

Set Up the Environment

Careful arrangement of the furnishings and selection of the materials set the stage for learning.

What To Do

Help teachers set up their rooms according to the guidelines outlined in *The Creative Curriculum® for Infants, Toddlers & Twos*, chapter 2, “Creating a Responsive Environment” and in the chapters on “Experiences.” Use information from *The Implementation and Planning Tool* to provide feedback and suggestions on ways to use the environment effectively.

Inform Families

Families want to know what their child will be learning and what their day will be like. Sharing the curriculum with them will help families understand your approach and how they might partner with you to support their child's learning.

What To Do

Introduce *The Creative Curriculum® for Infants, Toddlers & Twos* to families. For example, you might

- meet with families individually
- invite families to visit their children's rooms and talk with the teachers
- hold a family workshop or an open house
- share with families how to use [ParentsCentral](#) if you are using [CreativeCurriculum.net](#)

- provide families with resources that help them understand the curriculum as well as how they can support at home what their children learn in your program

These resources are available in both English and Spanish:

- *Our Program for Infants, Toddlers & Twos: A Parent’s Guide, Second Edition*
- *Reading Right From the Start: What Parents Can Do in the First Five Years*
- *Math Right From the Start: What Parents Can Do in the First Five Years*
- *Building Your Baby’s Brain: A Parent’s Guide to the First Five Years*
- *The Creative Curriculum® LearningGames®*

Phase III: Providing Ongoing Support and Professional Development

Offer Ongoing Support

Attending a 3-day introductory workshop on *The Creative Curriculum® for Infants, Toddlers & Twos* is not enough. To achieve positive outcomes for children, teachers must have opportunities to think about their practices, receive feedback and ongoing support, and learn about new and innovative teaching strategies and techniques.

What To Do

Support your teachers in a variety of ways, including

- observe and give feedback
- model effective teaching behaviors
- foster collegial learning through study groups, peer mentoring, and attending conferences and workshops

Use “The Implementation and Planning Tool Summary Form” to help you share the information you gathered about each teacher’s level of curriculum implementation during feedback conferences. Develop next steps and set priorities together with the teacher.

Offer Opportunities for More In-Depth Learning and Reflection

Once teachers understand the basics of getting started with *The Creative Curriculum® for Infants, Toddlers & Twos*, they must continue learning and refining their teaching skills. With experience and reflection, teachers can make informed decisions about how to meet the needs of children and families.

What To Do

Using information from *The Implementation and Planning Tool* and other sources such as child outcomes data, provide targeted, ongoing training and technical assistance. For example, you might

- continue to provide workshops for teachers on the components of the curriculum, the five routines, and the eight experiences, as needed, using *A Trainer’s Guide To The Creative Curriculum® for Infants, Toddlers & Twos*
- help teachers support children’s language and literacy development using *Celebrating Language and Literacy for Infants, Toddlers & Twos DVD and User’s Guide* or focus on techniques to

nurture children’s language development and strengthen their communication skills using *First Steps: Supporting Language Development with Infants, Toddlers & Twos*

- give teachers more practice using observation to teach responsively with *Observation: The Key to Responsive Teaching*
- contact the Teaching Strategies national office and talk with a staff member about arranging **onsite professional development** on topics such as supporting English-language learners, building effective partnerships with families, using *The Creative Curriculum® LearningGames®* with families, or others you’ve identified as interests or needs.
- attend or send teachers to **professional development sessions** offered at the Helen H. Taylor Center for Professional Development at the Teaching Strategies national office or to Teaching Strategies national conferences