

WEE LEARN
CURRICULUM

The CDEA Office
904-573-8831 or 8833
training@cdealliance.org
PO BOX 14012
Jacksonville, Florida 32238
WEE Learn Coordinator:
Ellen McKinley 904-705-5032 cell

Reviewer's name and address:

Office of Early Learning
250 Marriott Drive
Tallahassee FL 32399
VPKquestions@oelmyflorida.com

Enclosed Materials:

WEE Learn Curriculum Guide for Pre-K – All Four Books: **\$399**

- *WEE Learn Curriculum Guide for Pre-K Teacher's Resource Guide*
- *WEE Learn Curriculum Guide for Pre-K - Fall*
- *WEE Learn Curriculum Guide for Pre-K - Winter*
- *WEE Learn Curriculum Guide for Pre-K – Spring*

(ISBN: 978-1-5136-2319-1)

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Training Manuals:

- *Teaching in Christian Weekday Early Education* Teacher Training Guide for Directors/Mentors
(ISBN: 0-7673-9079-2) Copyright 1999, LifeWay Press: **\$49**
- *Weekday Early Education Administrative Guide with Forms and Examples for Directors*
(ISBN: 0-6330-0396-4) Copyright 2000 LifeWay Press: **\$49**
- One Copy of Work Sampling for Pre-K Fours.

Please return all guides listed above.

Please use enclosed shipping label and the same box.

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Narrative to Specifications for VPK Approval

W E E L E A R N CURRICULUM

I.

A. N/A

B. N/A

B1. Comprehensiveness

The WEE Learn Curriculum Guide for Pre-K contain a good mix of instruction and practice. These include a strong skill set in each of the eight domains of the *Florida Early Learning and Developmental Standards for 4 Year Olds to Kindergarten*. It contains all of the characteristics listed in the Specifications Guidelines.

B2. Integration

The WEE Learn Curriculum Guide for Pre-K not only addresses the Standards, but also has many opportunities for real-world applications in every unit. The Children rotate as they complete an activity in a center. When an activity is open-ended, they may change to another center as their interest changes.

B3. Correlation of the Florida VPK Standards. – See Appendix A.

B4. Scientifically-Based Research: Language & Literacy – See Appendix B.

B5. Scientifically-Based Research: Mathematical Thinking – See Appendix B

C. Access to the Curriculum

Accommodations for Children with Special Needs and Children who are English Learners are found near the end of every unit. The Accommodations adapt a learning center activity and rotate through the centers so that the teachers might learn how to adapt materials for these children in multiple ways and in multiple centers.

D. Digital Curriculum Programs or Components

The WEE Learn Curriculum Guide for Pre-K include some digital activities. Much of the training for teachers is Web-Based with Virtual Classrooms and on-line classes.

II. Submissions for Approval: General Description

A. Publisher's Submissions

The WEE Learn Curriculum Guide for Pre-K is a stand-alone curriculum rich with real life every day experiences. The training manuals undergird the philosophy of the curriculum guide.

B. Comprehensive Core Curricula

The WEE Learn Curriculum Guide for Pre-K covers all 8 learning domains of the Standards. The specific activities include Targeted Skills for every activity. It progresses in degree of difficulty throughout the year and builds upon lessons learned previously. It uses Work Sampling as a Formal Assessment. It is given three times a year and guides teachers to use the assessment results for intervention that leads to children's proficiency at each stage of skill development.

The Teacher's Resource Guide has an informal developmental checklist on pages 62-65 and additional assessments on page 66 on behavior and early literacy that may also be used to inform instruction for each child. Much of the general knowledge for day to day teaching/learning is also found in the Teacher's Resource Guide of the WEE Learn Curriculum Guide for Pre-K. The group times and transitions are filled with brief

interactive games in addition to the activities. WEE Learn has no worksheets nor drills for children, but rather has a full array of activities to choose from that will coincide with the varying abilities of the children.

C. Learning Opportunities in the VPK Program

While many of the activities are done in small groups of 3 to 4 children, some allow for the children to work independently. In either setting, the teacher has ample opportunity to interact with children on an individual basis. They do indeed “play with a purpose” as each activity has Targeted Skills. Early Literacy is found throughout the classroom and is also prevalent in large group time. Both offer multiple opportunities for children to talk, listen, and offer feedback to the teachers. In addition to the skills listed on the first page of the unit, Additional Skills and Activities are listed on the following page. Both the Book and Listening Center and the Writer’s Corner as well as additional activities for Phonological Awareness, Alphabetic Knowledge, and Emergent Literacy offer center activities to enhance receptive and expressive literacy in every unit. The Nature and Science Center as well as the additional activities for STEM and many other centers offer activities to enhance math and science skills.

D. Assessment

The WEE Learn Curriculum Guide for Pre-K does not address taking the VPK Assessment twice a year as it is used in states without that requirement. The training, *How to Administer the VPK Assessment* is offered by OEL and is a required training. It is the responsibility of the Program Director to make sure the teachers take the training for the VPK assessments. Guidance and support are given by the OEL or the Coalitions.

The Teacher’s Resource Guide has an informal developmental checklist on pages 62-65 and additional assessments on behavior and early literacy, page 66, that may also be used to inform instruction for each child. Much of the general knowledge for day to day teaching/learning is also found in the Teacher’s Resource Guide of the WEE Learn Curriculum Guide for Pre-K. These include guidance on strategies the teacher should use to guide instruction based on the assessments.

The Administrative Guide has a section on Evaluation, pages 115-120, and includes forms for Director Evaluation, Teacher Evaluations, and Program Evaluations behind the Forms Tab. It references the Children Evaluation material found in the Teaching in Christian Weekday Early Education on page 121. The Teaching in Christian Weekday Early Education (TCWEE) Training Guide contains as follows:

Chapter 18 – Observing Children’s Play, pages 243 – 269

Checklists for evaluating the Use of Preschool Space, page 235; Infant Toddler Equipment Inventory, page 238; and Preschool Equipment Inventory, page 239 – 240. All of the checklists are offered to enhance the learning environment for young children. The Progress Form for Pre-K Fours is found on pages 268 – 269.

In addition to the Progress Form, WEE Learn utilizes Work Sampling as a Formal Assessment. **See Appendix D.** It is given three times a year and guides teachers to use the assessment results for intervention that leads to children’s proficiency at each stage of skill development. Training for its use is found in the *Using Work Sampling Guidelines and Checklist* and through training from Pearson Early Learning. It is also included in WEE Learn Training in Segment II, Module 3. **See Appendix C.**

III Major Priorities for VPK Curriculum

A Content

A1. Alignment with Standards

See **Appendix A** for Correlation to the Standards. The Scope is found in the Correlations and the Targeted Skills in front of each activity show intended outcomes. There are not major omissions nor distractions in the required content coverage. The curriculum is divided into units which are thoroughly integrated with the Standards. It allows the children to be active learners in a positive environment that builds on the foundational skills that prepares them for Kindergarten.

A2. Level of Treatment of Content: Scope and Sequence

A complete Scope and Sequence is found in the back of the Fall, Winter, and Spring Curriculum Guides for Pre-K. Please see pages 302 – 308 in the Fall Guide; pages 613 – 620 in the Winter Guide, and pages 960 – 966 in the Spring. The Scope and Sequence is correlated with the Targeted Skills in the units. If the WEE Learn Curriculum Guide for Pre-K is used for the Summer Program, activities that the children have mastered may be omitted. The materials are rich in activities with varying degrees of difficulty.

The Objectives are often found for large group times in the Group Time section of each unit. Objectivities for activities are identified as Targeted Skills. The content is age appropriate and flexible enough for individual and cultural differences. The times are adequate for the suggested material. A discussion for planning your day is found on pages 17 – 19 of the Teacher’s Resource Guide. Sample schedules and plan sheets are found on pages 20 – 29. The standards are covered comprehensively throughout the day in various group settings. See: Correlation to Florida VPK Standards in **Appendix A**

Promoting Literacy Development addresses Emergent Literacy and is found on pages 43 – 52 in the *Teacher’s Resource Guide*. Additional activities for Emergent Literacy in each of the units. Activities found in the Games and Manipulatives Center and additional activities in the STEM section of each unit emphasize mathematical thinking.

A3. Language-Rich Programs

The WEE Learn Curriculum Guide for Pre-K offers many opportunities to foster a language-rich classroom throughout the guides. Children are constantly engaged in extended conversations, retelling stories, describing events, discussing a wide range of topics, and appropriate usage of words and their meanings. Many experiences end with open-ended questions, vocabulary, syntax, pronunciation, and explanations of the children’s thinking are promoted throughout the year.

A4. Accuracy of Content

The material in the guides is accurate and objective and distinguishes between fact and fiction.

A5. Relevance of Content

The content is up-to-date as of 2017. Pictures related to Character Development Stories are up to date. Pictures related to Bible Stories depict the dress and culture of the time period. Both relate back to the standards and most specifically address social, and emotional growth.

A6. Authenticity of Content

Activities, stories, and special events contain meaningful content for the children. Service Learning projects, parent take home leaflets, and guidance for including parents in the ongoing development of their child are abundant in the WEE Learn Guide for Pre-K Fours.

A7. Multicultural Representation

The guides support a wide range of culturally sensitive material. A further explanation is found under Ministry Opportunities on pages 67 – 70 of the Teacher Resource Guide and in the Teaching in Christian Weekday Early Education Guide. Unfortunately, we had a difficult time finding the pictures we wanted for the Character Development Stories. We bought subscriptions to two websites for purchasing pictures and were extremely disappointed. We now have found a website that will allow us to update the diversity in the pictures that we worked so hard to include.

A8. Humanity and Compassion

We address humanity and compassion many times and in many ways. They are found in activity centers, stories, group times and in the Service Learning projects found sprinkled throughout the curriculum. They are not found in every unit as some take several weeks to complete.

III Major Priorities

B1. Comprehensiveness of Teacher and Student Resources

WEE Learn has received extremely high marks from the providers for its comprehensive approach to support continued teacher learning. **See Professional Development, Appendix C.** The Curriculum is clear and concise and includes support for lesson planning as well as teaching and learning. Suggestions are provided for adapting instruction for varying needs in Ministry Opportunities in the Teacher Resource Guide and Accommodations are found in every unit. A list of resources is found for each unit on the last page of the unit. Frequent, short reviews are found throughout the units.

B2. Alignment of Instructional Components

Student materials are found throughout the Pre-K Guides. Stories, poems, fingerplays, review and practice materials, etc. Other games, poems, and fingerplays are located behind the third and last tab of the Teacher Resource Guide. Permission to copy is found at the bottom of page 2. *The following is a sample of the alignment between the Curriculum Guides and the Training Guides:*

WEE Learn Training and Curriculum Guides Crosswalk

Aa1 Teaching in Christian Weekday Early Education

Physical Development of the Young Child p. 141 – Shows physical progression

Guidance Techniques, Positive Statements p. 282 – Shows Guidance Techniques used to increase physical functions throughout the year.

Aa1 Weekday Early Education Administrative Guide

Physical Development p. 11-12 – Teaches developmental capabilities of human growth

Aa1 WEE Learn Curriculum Guide for Pre-K Teacher Resource Guide

Physical Development p. 59, 4th row of boxes – Describes what a preschool child likes to do physically.

Physical Development Checklist p. 63, 2nd column – Developmental Checklist

Outdoor Play Ideas p. 125-126 – Gives additional ideas for large motor development outside.

The teachers are taught to understand how a child develops physically and plan activities to enhance development on a weekly basis.

Aa1 WEE Learn Curriculum Guide for Pre-K - Fall

Be an Acrobat p. 21, Move to the Sound p.56, Move with Streamers and Use a Parachute p, 83, Move with Bumble Bee Streamers and Hop on a Spider Web PP 116 -117, The Hokey Pokey & Copycat a Friend p. 151

Aa1 WEE Learn Curriculum Guide for Pre-K – Winter

Walk on Pathways p. 497, Sing and Move Together p. 528, Make Body Letters p. 568

Aa1 WEE Learn Curriculum Guide for Pre-K – Spring

Move Like an Animal p. 840, Play a Rain Game and Move with Octopus Streamers p. 910, Swim to Music and Play Jump the River p. 911, Play Outdoor Relays and Toss Baseballs p. 946

Ab1 Teaching in Christian Weekday Early Education – Safety Precautions pp. 204-215**Ab1 Weekday Early Education Administrative Guide – Safety pp. 105-111****Ab1 WEE Learn Curriculum Guide for Pre-K Teacher Resource Guide – Safety pp. 38-42**

Teachers are expected to provide a safe environment and teach children to follow the safety guidelines of their preschool.

Ab1 WEE Learn Curriculum Guide for Pre-K - Fall

Learn About Safety p. 9, Make Rules for Blocks p. 41, Prepare a Favorite Food p. 77, Examine a Wasp Nest p. 112, Compare Sizes p. 150

Ab1 WEE Learn Curriculum Guide for Pre-K - Winter

Use Large Transportation Vehicles p. 417, Match Traffic Signs p. 427, Group Time #4, Talk About Safety p. 437, Danger Signs Story p. 480

Ab1 WEE Learn Curriculum Guide for Pre-K – Spring

Draw an Animal in a Cage pp. 427-428, Senses Keep Us Safe p.758, Cook Soup p. 769, Group Time #1, 4th bullet Child Engagement Story follow up p. 783

B3. Organization of Curriculum

WEE Learn Curriculum provides an organized and explicit teachable structure in a similar format throughout the books. The tabs located at the front of each unit have a concise overview of the unit. The Table of Contents is found in the front of all four books that make up the WEE Learn Curriculum Guide for Pre-K. It contains all of the bulleted visual features as well as all of the bullets under Visible Structure and Format. It is also rich with the format described in Logical Organization.

B4. Readability of Instructional Materials/Language Style

The Curriculum is organized, contains a coherent text and uses language and concepts familiar to the teacher. Phrases contain logical connections with concrete words that tell a story and specific questions for teachers guide students to absorb key information.

B5. Pacing of Content

The materials contain bite size chunks of information. One example is found in Large Group experiences where you can easily see the variety of learning strategies used within the recommended time frame of 20 minutes.

B6. Ease of Use of Materials

The Curriculum is designed with spiral binding and slick covers to be durable for many years.

C Learning

C1. Motivational Strategies

The activities, songs, poems, fingerplays and stories are designed to hold the interest of the children and motivate them to ask questions and enjoy learning. They are relevant of life and are neither too difficult or easy to maintain interest. Informal assessments are provided in the Teacher Resource Guide and the Teaching in Christian Weekday Early Education Guide. Instructions for use accompany the assessments.

C2. Explicit Instruction

The Targeted Skills provide clear objectives for the many activities. Rules, information, terms, examples, and explanations are provided in the various Training Guides. Suggestions for problem -solving, analyzing, summarizing, questioning, reading and listening as well as reflecting and reciting are often found in group time suggestions.

C3. Scaffolding Guidance and Support

Because of the flexibility of the activities, the children can be successful even with variable abilities and rates of development. As they progressively become more complex, the children increase their individual learning as they complete the progressive activities and group experiences. The guides provide guidance for all of the bullets under C.3.a. Scaffolding. The activities use all the senses, teach to all learning styles, and allow for differences among the children. The curriculum provides for a variety of activities and meets all of the suggested guidelines bulleted under C.3.b. Adaptability.

C4. Active Participation of Children

The activities offer a variety of modalities, encourage hands-on exploration, and active engagement for the ongoing progress of the children. They offer active participation of children through all of the ways bulleted under C.4.b. Child Responses.

C5. Formal, Informal and Formative Assessments and/or Progress Monitoring Tools

Submitted curriculum includes informal assessments and progress monitoring checklists. They relate to the learning domains and can be used to guide instruction with the goal of increasing child success. The formal assessment used is the **Work Sampling Assessment enclosed as Appendix D**. It is used to monitor the progress of the children three times a year and includes a page of information on its use. Additional guidelines and checklists are found in *Using Work Sampling Guidelines and Checklists*, a companion guide for the assessments.

D Professional Development – See Appendix C for WEE Learn Training Outline

WEE Learn Professional Development Plan

Training schedule for classes may be found at <http://www.cdealliance.org/online-training>

D1. *Initial Training for Staff:

Segments I and II – 12 Hours web-based or on-site

D2. Ongoing Training for Staff

Seg III Module 1 Maximizing – 2 hours

Seg III Module 2 Accessorizing – 2 hours

Seg III Module 3 Standardizing – 2 hours

(Initial Training for WEE Learn Checklist and Assessments is included in Segment II)

(Additional Training for Work Sample is available through Pearson Early Learning.)

FCCPC Training and Process – 144 Hours, includes specialized training online

Staff Credential Renewal Training – 45 hours online

Christian Ministry Classes – 24 Hours online

D3. *Initial Training for Directors/Coaches – 24 Hours online

*Modules 3 and 4 of Segment II

D4. Ongoing Professional Development for Instructional Coaches

Administrator’s Credential Renewal Training – 45 Hours online

***Training required for implementation**

D2. and D4. Ongoing Training for Directors/Mentors or Staff

Childhood Obesity (.1 CEU/1 Hour)

Health: Curriculum Development Tools (.1 CEU/1 Hour)

Safety and Security Procedures (.2 CEUs/2 Hours)

Nutrition: Curriculum Development Tools (.1 CEU/1 Hour)

Outdoor Play Safety (.1 CEU/1 Hour)

Stages of Physical Growth and Development in Preschoolers (.1 CEU/1 Hour)

Stages of Social and Emotional Development in Preschoolers (.1 CEU/1 Hour)

Stages of Cognitive Development in Preschoolers (.1 CEU/1 Hour)

Language Development (.2 CEUs/2 Hours)

Media and Childhood Development (3 Hours)

Encouraging Parental Involvement (1 CEU/1 Hour)

Using Portfolios in Early Childhood Programs (2 CEUs/2 Hours)

Assessing Preschoolers with Special Needs (.3 CEUs/3 Hours)

Transition to Kindergarten (.3 CEU/3 Hours)

Environmental Safety (.1 CEU/1 Hour)

Computer Technology in Early Childhood Education (.2 CEUs/2 Hours)

Finding and Using Resources on the Internet (.1 CEU/1 Hour)

Experiencing Music in the Classroom (.1 CEU/1 Hour)

Physical Activity for Children with Disabilities (.1 CEU/1 Hour)

Early Childhood Programs for Multilingual Children (.1 CEU/1 Hour)

Discovery of Math (.1 CEU/1 Hour)

Learning My A,B,Cs (3 Hours)

Learning Through Play (1 CEU/1 Hour)

Methods of Enhancing Intellectual Development (.2 CEUs/2 Hours)

Cost of Training

This includes a variety of packages as many programs already have one or both training manuals.

WEE Learn Guide for Pre-K Fours (includes all four manuals) - \$399

WEE Learn Guide for Pre-K Fours plus Teaching in Christian Weekday Early Education - \$449.00

WEE Learn Guide for Pre-K Fours plus Administrative Guide - \$449.00

WEE Learn Guide for Pre-K Fours plus both Training Guides above - \$495.00

WEE Learn Guide for Pre-K Fours **plus initial 12 hours of web-based training with instructor** - \$599.

WEE Learn Guide for Pre-K Fours **plus initial 12 hours of training on-site** - \$1500 plus all travel expenses. Requires a minimum of ten participants, plus travel expenses. Offered as requested.

Christian Ministry Classes – 24 hours of on-line training **for Directors/Mentors** –Cost \$100

Modules 3 and 4 of Segment II - \$25

There are no plans for increasing prices at this time. Prices fluctuate with the economy.

Calendar:

Web based classes for Segments I and II are offered every 60 days.

Offered in August and September, October and November of 2018.

Offered in January and February, March and April, May and June, July and August of 2019

Segment III is offered every three months or as requested each quarter.

On-site training for Segments I and II is offered as requested.

On-line classes for Director/Mentor Training and Ongoing Training are offered 24/7

D5. Supporting High Quality, Consistent Teaching - See Appendix C

D6. Access to Professional Development Opportunities

See Website: www.cdealliance.org/online-training

D7. Assessment/Progress Monitoring Professional Development for Instructional Staff and Coaches

These concepts are built into the Work Sampling training and system and are supported and encouraged by the CDEA WEE Learn Trainers.

E. Materials for Parents and Families

Every unit has a reproducible Home Activity sheet. In unit 20, All About Others, for example, the Home Activity sheet encourages families to look around and reach out to people of other cultures and abilities. It includes a recipe for Bunuelos Anitoquenos (Cheese Balls) for families to make with their child/ren and suggest other activities they can do with their child/ren to introduce them to other types of families. Every unit has a different emphasis that compliments what the children are doing in preschool. Families love staying involved with their child's learning and they can do it from the comfort of home. Throughout the guides there will be suggestions for parent participation and involving families in the program.

E1. Family Support Materials for the VPK Instructor

There are multiple examples of materials for families and for teachers. The Curriculum for Pre-K has a two-page synopsis of communicating with families on pages 30 – 31. The Administrative Guide has tips for the administrator on pages 45 – 47. These common-sense suggestions are great thought-provoking tips for new or seasoned administrators. The Teaching in Christian Weekday Early Education training manual takes a more in-depth look family relations. It addresses Family Dynamics, Building Relationships with Families, Supporting Families, Helping Families Understand Christian Education, Working with Parents, Reaching Families, Communicating with Families and other topics.

E2. Materials in Multiple Languages

The 120 hours of Credential Training are offered online in Spanish from Smart Horizons. The on-site classes are taught in English, Spanish, and Sign Language. Plans for translation into Spanish are on hold until all of the guides have been rewritten.

F. Research Base

The Research for WEE Learn was done by Dr. Brittany Birkin while she was working at the Forum. It is **Appendix B** in this package and is located, without the cross-reference, behind the middle tab of the WEE Learn Pre-K Teacher Resource Guide. **The Appendix B** includes a cross-reference with the original Florida Standards and reflects the standards used at the time of the research. It includes curriculum for threes and fours. It was also written before the updates to the Pre-K curriculum guide, so the page numbers are not valid. It is however an example of the developmentally appropriateness of a good curriculum.

F1. Expertise for Content Development – See Appendix E.

Enclosed Appendices

Appendix A – Correlation with the Standards

Appendix B – The WEE Learn Research

Appendix C – Professional Development Training Outline

Appendix D – Work Sampling Assessment

Appendix E – Expertise for Content