

Scenario III

The Western Mountain Community Action Program recently completed a review of home visiting records as part of their internal continuous quality improvement (CQI) process around curriculum implementation in their home-based program. The supervisor noticed that the recorded activities in the home visit records weren't activities that reflect the content of their chosen curriculum, Parents as Teachers (PAT). The supervisor decided to shadow each of the two home visitors on their next visits to observe first-hand what and how curriculum content was being delivered. The supervisor observed the two home visitors the following week, one visit took place in a home with a single mother and a 4-month-old, and the other in a home with an 18-month-old and his mother and father. In one of the homes the home visitor did not implement the activities planned to promote language development. In the second home visit observation, the home visitor did not use all of the required curriculum materials, which were to be used to promote social-emotional and motor development.

During the observation of the first visit, the supervisor noted that the Home Visitor did not use intentional strategies outlined in the home visit plan for that day to involve the parent in observing for vocal play with her infant and did not provide a follow-up activity for the mother. The mother missed this opportunity to learn more about how infants develop communication and language skills through relationships. Additionally, there were prolonged periods of silence where the mother did not speak to the infant and this was another missed opportunity to reflect with the mother on the curriculum content for the visit.

The supervisor's observations in the second home found key indicators for motor development, opportunities for building secure attachment through routines such as diapering, and developmentally appropriate activities outlined in the *Parents as Teachers* curriculum were not implemented. During her observation in the home, the supervisor observed that the home visitor used limited language to describe routines and experiences, and the parents were not engaged in the interaction, and did not make eye contact with their son during these experiences. The supervisor also observed that when the toddler transitioned from eating, the parents placed him on the floor with no verbal interaction and no guidance by the home visitor. In addition, a home visitor stood talking to the parents while the toddler was attempting to pull himself onto the sofa. The toddler began to cry and neither the home visitor or parents responded to his frustrations, which meant an opportunity to model or discuss emotional responsiveness was missed.

When the supervisors talked with the program managers and directors about what support the home visiting staff received around building effective practices and implementing curriculum, they stated that the home visitors received monthly coaching, but they were unable to provide evidence of the effectiveness of the coaching for these home visitors. The program managers and directors were also unsure if the home visitors had all of the materials needed to implement the curriculum with fidelity.

Consistent with Western Mountain Community Action Program's established CQI process, the internal CQI team has decided they will work with the home visiting staff to set up plans to support the home visitors in implementing the curriculum with fidelity.



Scenario IV

The Western Mountain Community Action Program internal continuous quality improvement (CQI) process around curriculum implementation recently indicated that in some programs, they were not fully implementing their curriculum with fidelity in the areas of language, cognitive, and social-emotional development. The team found that their chosen curriculum, The High Scope Curriculum for Infants and Toddlers, was not being implemented in two Early Head Start (EHS) classes; the Western Mountain Community Action Program Second Step Early Learning. In two of the classrooms the curriculum was not fully implemented to promote social-emotional development, and one classroom's environment did not include all required interest centers.

During a recent observation by the education manager, Early Head Start teachers in two classrooms did not use intentional teaching opportunities to engage the children in two-way conversation or respond to the individual needs of children. Children did not have opportunities to develop communication and language skills through relationships with the teachers. Children were also not allowed to freely explore, discover, and manipulate materials to engage in sensory play in the classroom environment to foster their development-toddlers were required to participate in circle time activities for long periods of time.

The education manager's observations in the EHS classrooms found key indicators for language development, opportunities for learning through routines such as diapering, and developmentally appropriate activities outlined in the High Scope Curriculum for Infants and Toddlers were not implemented. During her observation in the Western Mountain Community Action Program Young Waddlers infant classroom, the education manager observed that teachers used limited language to describe routines and experiences, and there were also frequent periods of silence lasting approximately 3 minutes during which teachers did not speak to the children. The education manager also observed that when an older infant transitioned from eating, the teacher placed him on the floor with no verbal interaction. In addition, a teacher told a child she was going to change his diaper and then proceeded to change the diaper without further verbal or nonverbal interactions, which did not align with High Scope key experiences for infants and toddlers in the areas of communication and language.

The education manager talked with the site director about her observations. The site director stated that she ensured the lesson plans and daily schedules were posted each week, but she did not check them for content. The site director added that she was unable to monitor the classrooms because she was short-staffed and did not have an assistant.

The education manager's observations in the East Side Early Learning Center toddler classroom found teachers were not flexible to the needs of the children, and activities were not developmentally appropriate. The teachers were conducting circle time, and after approximately 10 minutes, the majority of the children were no longer interested and began leaving the circle-time area to find other activities. The teachers redirected the children back to circle time instead of allowing them to participate in other activities and continued conducting the circle-time activity with the toddlers for 30 minutes as specified on the posted daily schedule. The teachers did not follow the children's cues in deciding how long the activity should last based on the children's interest level in accordance with the curriculum. The site director, who was present



during the education manager's observation, was unable to explain why the activity took so long and stated the children seemed tired. She assisted two children who left circle time to lie down on the floor after participating in the activity for approximately 15 minutes.

When the education manager talked with the site's program managers and directors about what support the teaching staff received around building effective practices and implementing curriculum, they hare that the teachers received monthly coaching, but they were unable to provide evidence of the effectiveness of the coaching for these classroom teachers.

Consistent with Western Mountain Community Action Program's established CQI process, the internal CQI team has decided they will work with the education staff to set up plans to improve the situation.

