



Preparing for Implementation The Creative Curriculum® for Infants, Toddlers & Twos

As an early childhood educator, your first commitment is to children—helping them succeed in school and in life. At Teaching Strategies, our first commitment is to you. We are glad you have selected us to be your partner and have chosen to implement *The Creative Curriculum® for Infants, Toddlers & Twos*.

By offering strategies for identifying measures of success, building a professional development plan, and planning for the logistics of getting started, this document provides you with the guidance and ongoing support you need to ensure your implementation of *The Creative Curriculum® for Infants, Toddlers & Twos* is as successful as possible.



Identifying Measures of Success

Defining what success looks like in your program is critical to developing a meaningful implementation plan. Having measures of success will help you to identify a focus for implementation, allow for continuous reflection on progress, and provide guidance for the support you receive from your partners at Teaching Strategies.

What does a successful implementation of *The Creative Curriculum® for Infants, Toddlers & Twos* look like for your program in Year One?

i.e. Increased focus on responsive caregiving practices • Observing children lovingly engage with trusted adults • Teachers utilizing Daily Resources with fidelity • Family engagement and involvement in supporting their child's development and learning

How will you measure success in year one?

i.e. Environmental CLASS assessment ratings • Level of fidelity of implementation • Accurately determining each child's development and learning

What potential roadblocks do you feel you may encounter in Year One?

i.e. Resistance to change in approach • Emerging understanding of how to use resources and materials • Competing priorities

What does success in implementation look like for your program in Year Two?

i.e. Increased confidence in supporting responsive caregiving • Continued growth and progress towards implementation to fidelity • Consistently analyzing each child's growth and development assessment data to inform caregiving practices during routines and to intentionally plan for supportive experiences

Building a Professional Development Plan

[According to the National Staff Development Council](#), training programs providing 30–100 hours of professional development over 6–12 months saw the largest positive impact on child achievement. Prioritization of professional development is critical to overall success of implementation and to the promotion of positive child outcomes. To ensure the highest possible level of success and positive child outcomes, we recommend a minimum of 5 days of in-person professional development for teachers throughout the first year of implementation, as well as the use of coaching visits and online professional development.

What are your goals for professional development?

i.e. *Developing teachers' confidence in understanding and implementing The Creative Curriculum® for Infants, Toddlers & Twos* • *Promoting positive teacher-child relationships and interactions* • *Developing caring relationships with each child* • *Strengthening the connection between curriculum and assessment* • *Using resources to support each child's developmental needs*

How many professional development days are built into your program calendar?

How many of those days can be used to ensure teachers are implementing the curriculum with fidelity?

What resources are dedicated to supporting implementation and continuous education?

What are your caregivers' current strengths?

What are current areas of potential growth?

After reflecting on the professional development questions above, partner with your [account executive](#) and use [The Creative Curriculum® for Infants, Toddlers & Twos: Professional Development Plan for Year One](#) to build a comprehensive and meaningful plan for your program.

Planning for Logistics

There are a few logistical items to consider and plan for prior to implementation.

When will the curriculum kits be delivered?

It is critical to a successful training that all curriculum materials are available to participants during their initial professional development sessions.

Was one curriculum kit per classroom purchased?

We recommend one full curriculum per class. This allows for ease of use, flexibility, and implementation with fidelity when using *The Creative Curriculum® for Infants, Toddlers & Twos*.

How will curriculum resources be distributed to teachers?

The curriculum boxes should be delivered to teachers with adequate time to review the materials prior to implementation. *The Creative Curriculum® for Infants, Toddlers & Twos: Getting Started Guide* will provide guidance for teachers on unpacking the kits and preparing for implementation.

Will you complete an end-of-year inventory check?

We recommend revisiting the [box lists](#) to ensure the curriculum kits are complete at the end of the year. This allows substantial time to order replacements or new curriculum kits prior to the next program year. Additionally, discuss with caregivers whether any [additional Daily Resources](#) would be beneficial for the next program year.

Will your program be using a subscription to the digital resources?

If you need more information on *The Creative Curriculum®*, Digital Resources, please reach out to your [account executive](#) or click [here](#) to learn more. If you have already purchased a subscription to the digital curriculum resources, you will need to [allocate the subscription](#) to each classroom prior to implementation.

Are your classrooms physically arranged properly for each age-group?

Refer to pages 41–58 in *Volume 1: The Foundation* for considerations for creating places for routines and experiences, designing the physical space, and setting up the classroom environment. Additional guidance for the arrangement of the physical environment and the supplies and equipment that should be included in the classroom is provided in the foundation volumes and in *Coaching to Fidelity, The Creative Curriculum® for Infants, Toddlers & Twos and GOLD®*.

Have you acquired all needed materials?

Review the compiled [materials list](#) for implementing all *Intentional Teaching Cards™*. *The Creative Curriculum®* was designed to be used with materials already present in classrooms and those found in the local community and children’s homes. When reviewing the *Intentional Teaching Cards™ for Infants, Toddlers & Twos*, you may find that your program needs to refresh its classroom educational materials to support a successful implementation of *The Creative Curriculum®*. If so, browse available [infants, toddlers, & twos classroom materials kits](#) to help meet these needs.

Getting Started

Once your program has received the curriculum, please refer to *The Creative Curriculum® for Infants, Toddlers & Twos: Getting Started Guide*. Direct all teachers and caregivers to download the guide from this [link](#) so they can read the focused guidance before they begin using *The Creative Curriculum® for Infants, Toddlers & Twos*. The *Getting Started Guide* will walk teachers through exploring resources, planning for weekly routines and experiences, and utilizing digital curriculum resources.

Fidelity FAQs

As you begin implementation, you may hear the questions below from your teachers and caregivers or even have some of the same questions yourself. In addition to the guidance and resources available below, remember that you will find resources to support your implementation within [The Creative Curriculum® for Infants, Toddlers and Twos: Getting Started Guide](#). For in-depth guidance on supporting teachers' practice, please refer to [Coaching to Fidelity, The Creative Curriculum® for Infants, Toddlers & Twos and GOLD®](#).

How will my program be supported throughout the first year of implementation?

As part of our commitment to you, we are dedicated to providing timely and meaningful support to ensure a successful implementation of *The Creative Curriculum® for Infants, Toddlers & Twos*. [The Creative Curriculum® for Infants, Toddlers & Twos: Model Implementation Plan](#) provides an overview of the professional development, best practices, and support resources that will support you and your program in successful implementation.

How do I present this new curriculum to our families?

To introduce *The Creative Curriculum® for Infants, Toddlers & Twos* to families, you can use the provided [family letter templates](#) to explain the curriculum and engage families in the exciting learning and discovery that will be taking place in your program.

Additionally, within *The Creative Curriculum® for Infants, Toddlers & Twos, Volume 2: Routines and Experiences* you will also find *Letters to Families* that can be used to introduce each routine and experience. You can access all family letters in a PDF format in English and in Spanish through the [Classroom and Family Resources Online Portal](#).

You may also choose to purchase copies of [Our Program for Infants, Toddlers & Twos](#) to distribute. The guide shares information on how you provide a high-quality environment where children are safe, healthy, and happy. It explains to families how warm and responsive care at home and in child care settings can shape children's ability to learn and develop. The guide encourages families to partner with you and their child's teacher for a successful year.

How do I engage with families?

Just as teachers and caregivers get to know each child and use this knowledge to build a relationship, teachers and caregivers begin building partnerships with families by getting to know the most important people in each child's life. Use the *Individual Care Plan—Family Information Form* found in the appendix section of *The Creative Curriculum® for Infants, Toddlers & Twos, Volume 1: The Foundation* to gather information about the family's approaches to the child's routines and preferences. Meet regularly with families to inform and update your approach to each child's routines and preferences. Share successful experiences with families to support a similar approach at home and ask families to share their strategies to support a similar approach at school.

Think of how and when you interact with individual families. For families you see often, perhaps ongoing, informal communication is appropriate. For families you see less frequently, you may need to develop a plan to regularly reach out to them more formally via letters, meetings, or newsletters. Discuss aspects of the curriculum and share related resources to help them understand the value of the experiences you provide in the program and how to support their children's development and learning at home effectively. Use the sample letters in *The Creative Curriculum® for Infants, Toddlers & Twos* foundation volumes to create your own letters to families to explain the importance of each learning experience and the program's approach to each routine.

Families frequently ask for ideas on how they can help their child at home. Create a system for sending home *Highlights Hello™* and *The Creative Curriculum® LearningGames®* and explaining how these experiences can help families reinforce the developmentally appropriate and engaging experiences children enjoy at school.

What should I expect to see in a classroom implementing *The Creative Curriculum®* with fidelity?

When considering how classrooms implement *The Creative Curriculum® for Infants, Toddlers & Twos* with fidelity, it is important to keep in mind that, while teachers may be implementing the same curriculum, it will look and sound different in each classroom depending on the children's interests, age, and current level of development and learning. Caregivers and teachers foster a sense of stability and safety by observing children closely and making changes to the experiences, routines, and environment based on each child's strengths and needs. Upon walking into any classroom, you should be able to feel the love and warmth of a responsive environment.

Look for a language-rich environment in which interesting words are used frequently and consistently in a warm, positive tone of voice. Social-emotional development is supported by respecting children’s feelings, independence, and preferences. Language and social-emotional development should be encouraged by the tone of the classroom, and children and caregivers should be engaged in meaningful activities that encourage independence and exploration. Teachers and caregivers should be facilitating and extending children’s learning and engaging with individuals and small groups of children using the *Daily Resources*. For more support in monitoring and coaching teachers’ implementation of the curriculum, please refer to [Coaching to Fidelity, The Creative Curriculum® for Infants, Toddlers & Twos and GOLD®](#).

How do I support new caregivers who may join my program mid-year?

If new caregivers join your program mid-year, we recommend purchasing online professional development credits to allow them to complete online, self-paced *Implementing The Creative Curriculum® for Infants, Toddlers & Twos* courses. You can contact your [account executive](#) to purchase online professional development credits. In addition, provide all new teachers with [The Creative Curriculum® for Infants, Toddlers & Twos: Getting Started Guide](#) and offer guidance for relevant sections and items to complete.

Continued Support

Receive Ongoing Communications

As part of our ongoing commitment to supporting implementation with fidelity, we share regular communications about upcoming webinars and other best practice tips. To ensure you receive all of the latest updates, please [subscribe to our emails](#). Stay connected to best practice information and join the conversation on relevant topics by visiting the [Teaching Strategies Blog](#).

Reflect on Implementation

At the conclusion of your first year of implementation, engage all administrators and caregivers in a self-reflection process on Year One of implementation to help inform decisions for Year Two implementation support.

Build a Professional Development Plan for Year Two

As you reflect on the first year of implementation and your program's *Coaching to Fidelity* results, identify the five biggest areas of opportunity you've observed to determine the goals for your professional development plan for Year Two. Partner with your [account executive](#) to begin scheduling dates and identifying appropriate session topics that align with your program's identified needs and goals.

- If you have new caregivers joining your program, identify how best to support them in learning and implementing *The Creative Curriculum® for Infants, Toddlers & Twos*. If you only have a few new teachers joining your program, we recommend purchasing credits for each teacher to complete the 10-hour online courses designed to support implementation of *The Creative Curriculum® for Infants, Toddlers and Twos*.
 - 10-hour Professional Development Course: *The Creative Curriculum® for Infants, Toddlers & Twos: Daily Resources*
 - 10-hour Professional Development Course: *The Creative Curriculum® for Infants, Toddlers & Twos: Foundation*
- If you have a large population of new caregivers joining or had low implementation rates, it may be beneficial for your program to have another 2-day in-person training focused on implementing *The Creative Curriculum® for Infants, Toddlers, & Twos*.

Contact Us

As your partner, we are always happy and willing to help. Visit our [support page](#) to access additional support resources and to contact us with questions. To access all implementation support documents, visit [this link](#).