

SEMINAR EVALUATION
Granby Early Childhood Council
Date: September 25, 2007

Topic: Overview of the CT Preschool Curriculum Framework and Assessment Framework
Summary of all Comments Received

During this workshop session, I learned:

- that I'm consciously incompetent in content, but consciously competent in the activities I am using to teach
- better understanding of the importance of curriculum
- how to be more purposeful in planning my teaching activities
- start with goals rather than theme
- more about CT Frameworks
- how much I really teach
- what consensus says "curriculum" is
- what everyone's thoughts were on curriculum
- how to tailor our curriculum using the frameworks as the guide
- general information regarding state frameworks
- the many definitions of "curriculum"

The most useful part of today's training session for me was:

- knowing that the curriculum is a continuum and not based on age alone
- refreshing my memory of all the things I have learned
- start with goals rather than theme
- the dialog between Beth Bye, Sandra Fowler and participants
- the exchange of information
- standards, benchmarks and frameworks
- the performance indicators
- defining curriculum -vs- programming activities
- getting list of how my child will be "assessed"
- having all the materials available to me and being able to glance through them

Here is what I plan to do in my classroom as a result of today's training:

- to use more themes to define my content
- see how frameworks can be utilized in special education resource rooms
- to listen to my students more! Pay attention to the "forgotten" children.
- change the way I develop my curriculum
- not sure yet
- to refer to the 77 goals
- benchmarking
- to observe each child more closely
- to familiarize all parents, using the frameworks, on the expectations for kindergarten entry
- think more about what the children are actually learning

I still have questions or concerns about:

- how frameworks can be utilized in special education resource rooms
- in addition to the assessments, are there other skills or expectancies from kindergarten teachers?
- How I find time to assess a child's proficiency when there are not nearly enough minutes in our morning for me to stand back
- heading down a path that may become time consuming to manage (take time away from contact with children)
- specific activities/ideas – the “how to”
- a pared down version of the goals
- how to accomplish this with children 6 weeks to 5 years of age all at the same time and in the same place

I would like to share with the trainer the following suggestions/comments:

- somehow incorporating foreign language into the studies
- earlier in day to attend workshops – many do not like night driving; cameras and TV may inhibit questions and discussions; some prefer listening to active participation.
- this seems very geared to educators; I feel overwhelmed/out-of-place as a parent here; suggest possible separate parent specific workshop/series that is not as focused on how to use frameworks so much as what they are and/or what to ask/how to talk to your child's teacher