

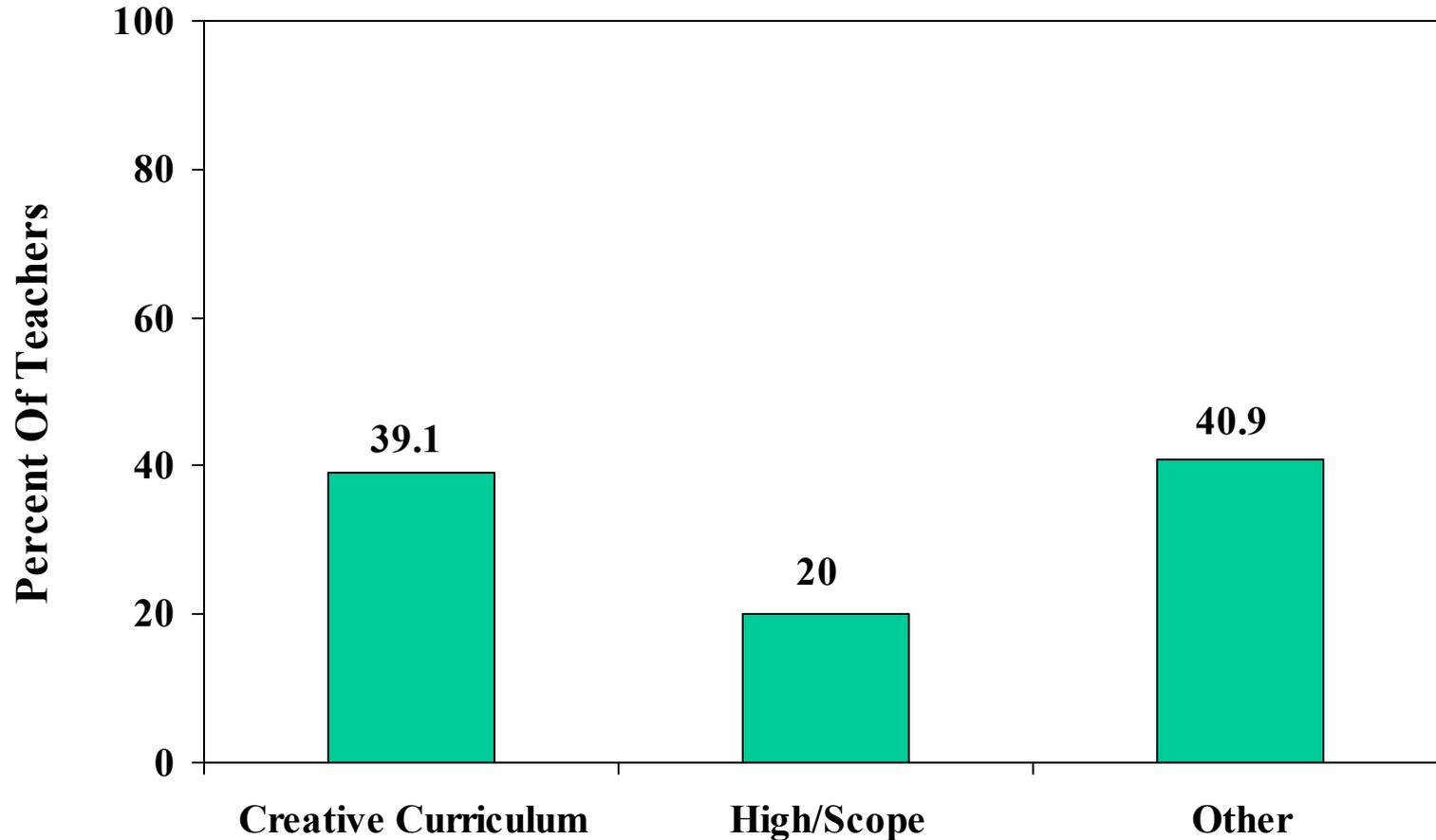
# Relationship Between Curricula and Family, Program and Classroom Characteristics

*Presentation at the Society for Research in  
Child Development Biennial Conference  
April 24, 2003*

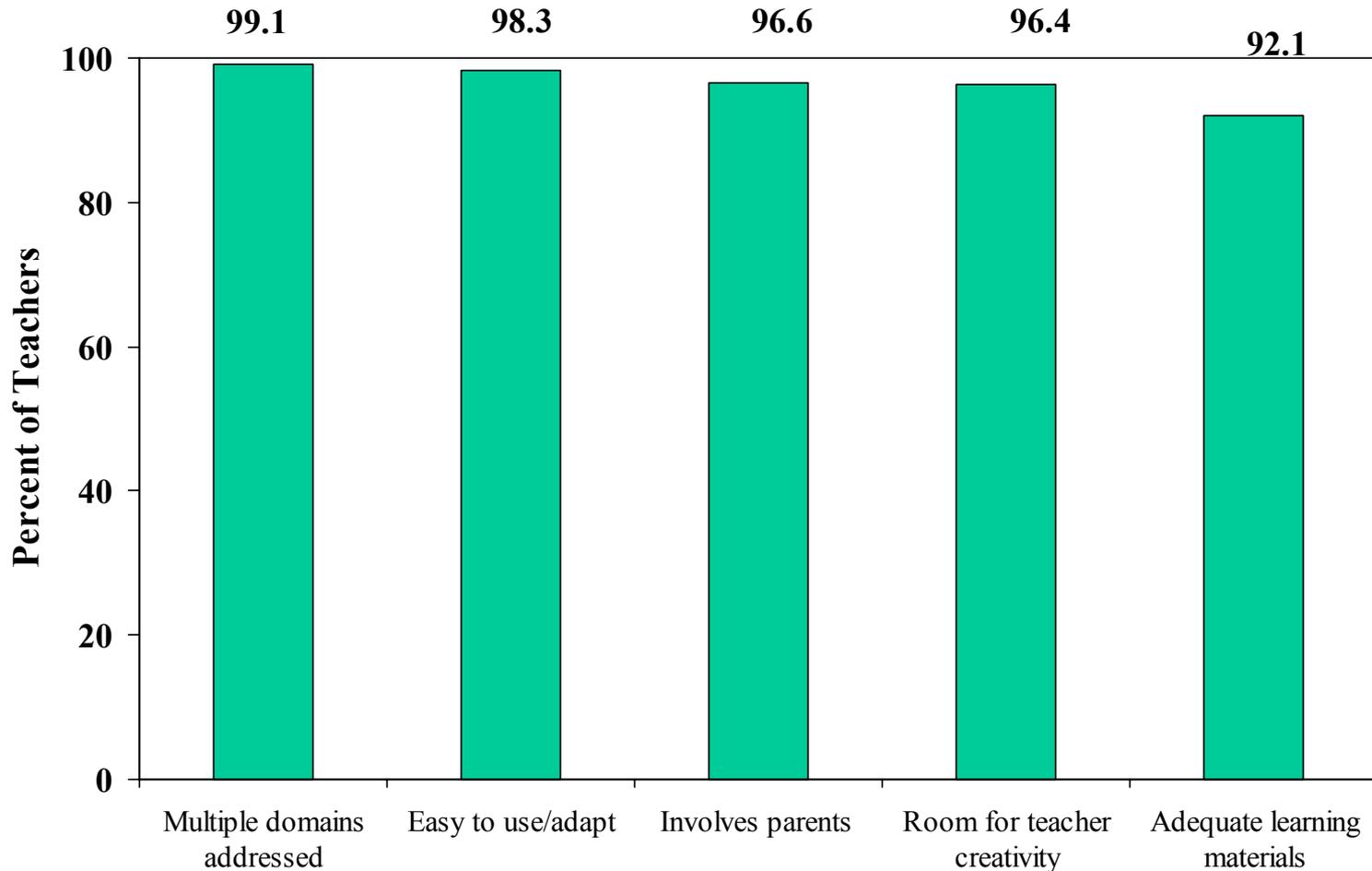
Ruth Hubbell McKey, Xtria  
Shefali Pai-Samant, Xtria and  
Alberto Sorongon, Westat



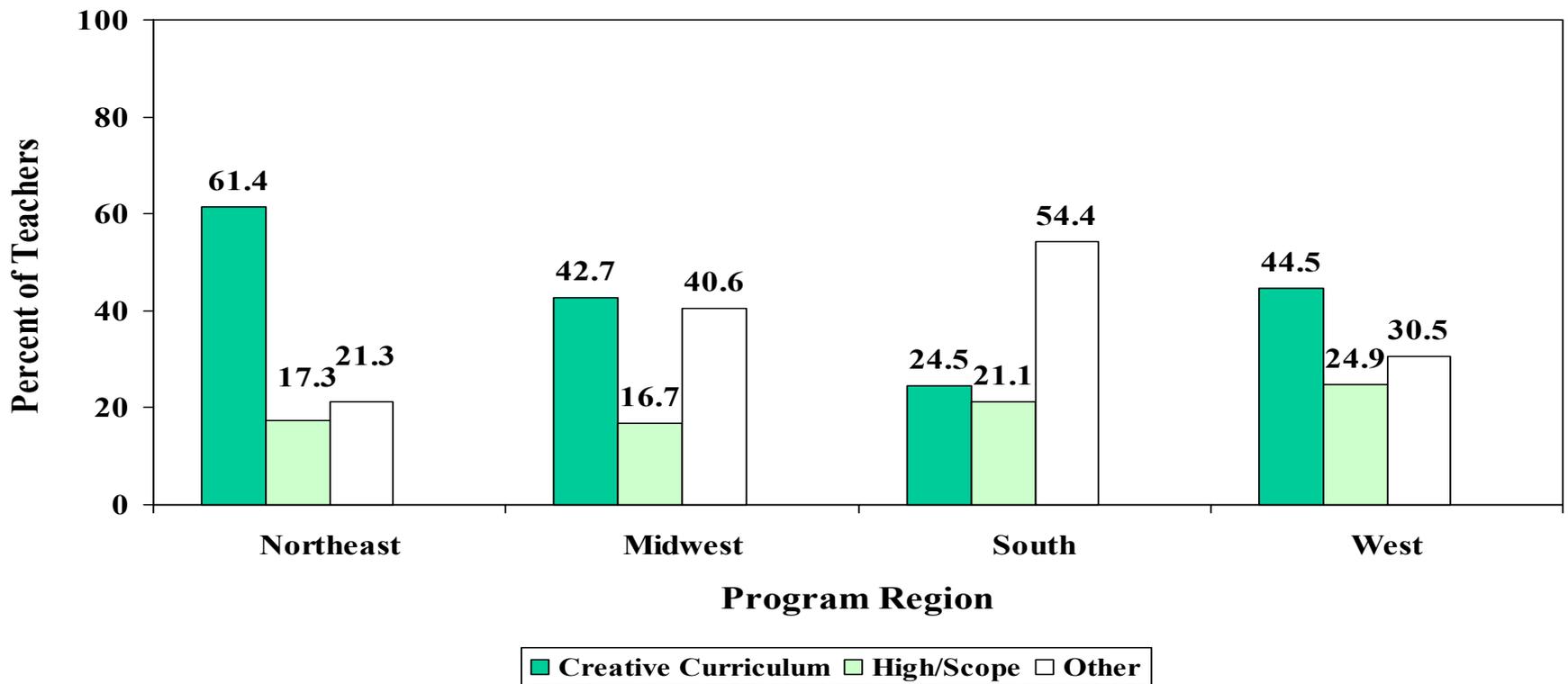
# The Majority of Teachers Used Either Creative Curriculum or High/Scope



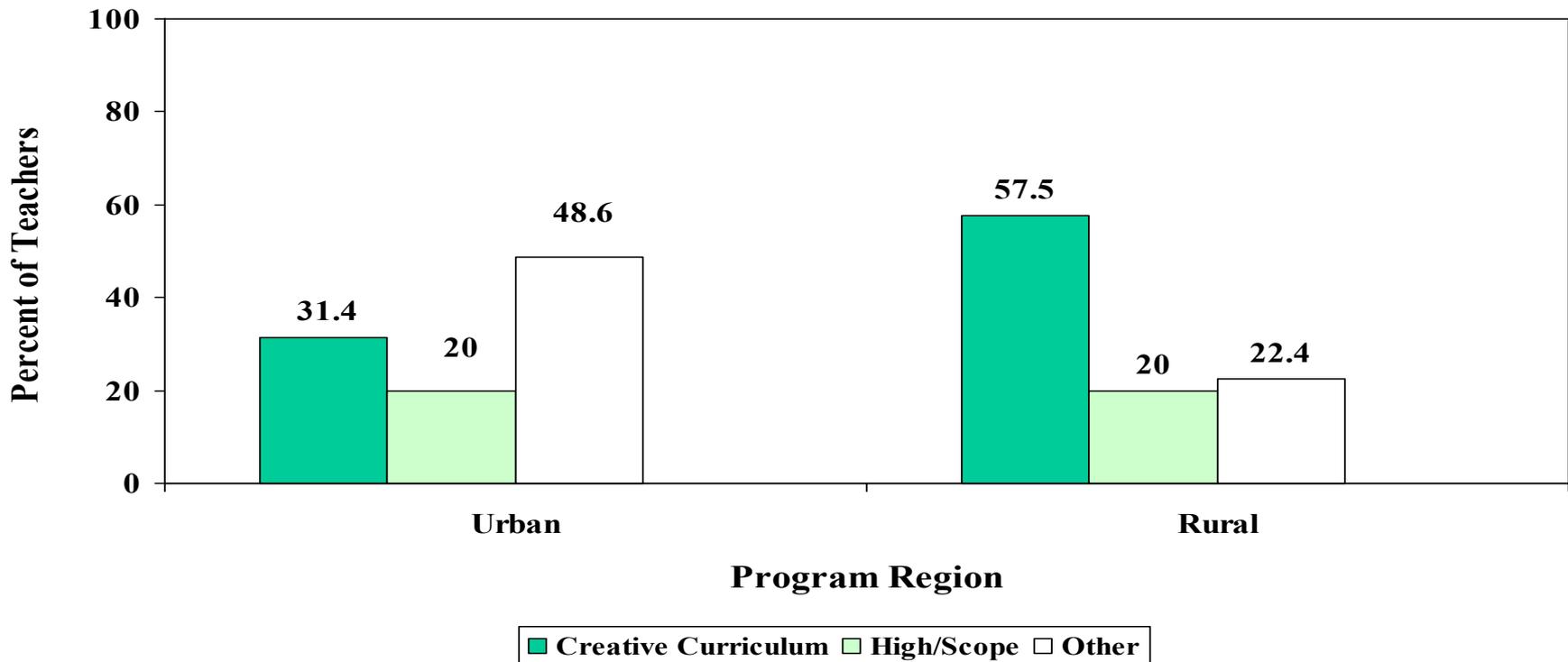
# Teachers Liked Their Respective Curricula for a Variety of Reasons



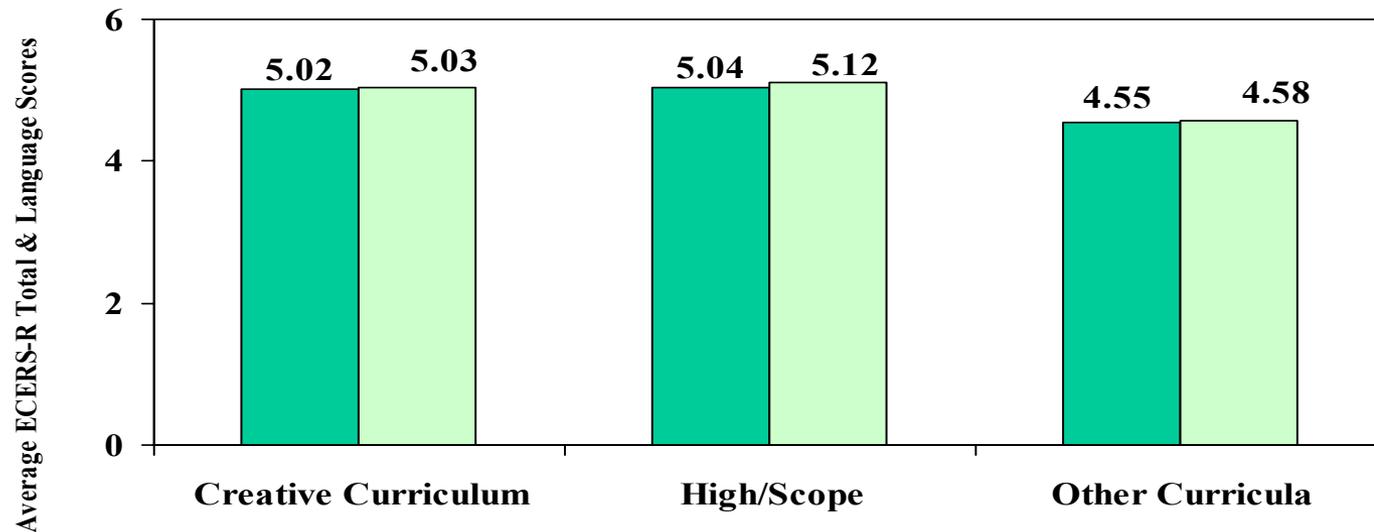
# Most Teachers From Northeast, Midwest, and West Used Creative Curriculum or High/Scope While Majority of Teachers From the South Used Other Curricula



# The Majority of Urban Teachers Used Either Creative Curriculum or High/Scope While the Majority of Rural Teachers Used Creative Curriculum



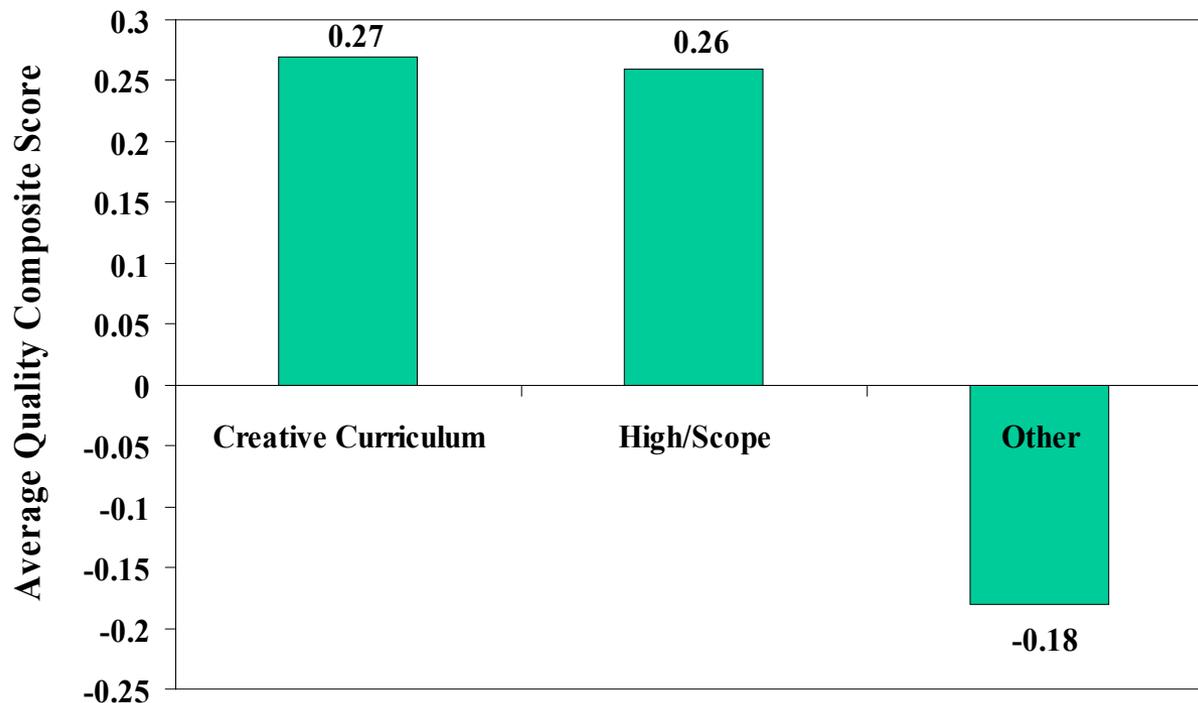
# The Classrooms of Teachers Who Used Creative Curriculum or High/Scope Had Significantly Higher Average ECERS-R Total Scores & ECERS-R Language Scores Than Classrooms of Teachers Who Used Other Curricula



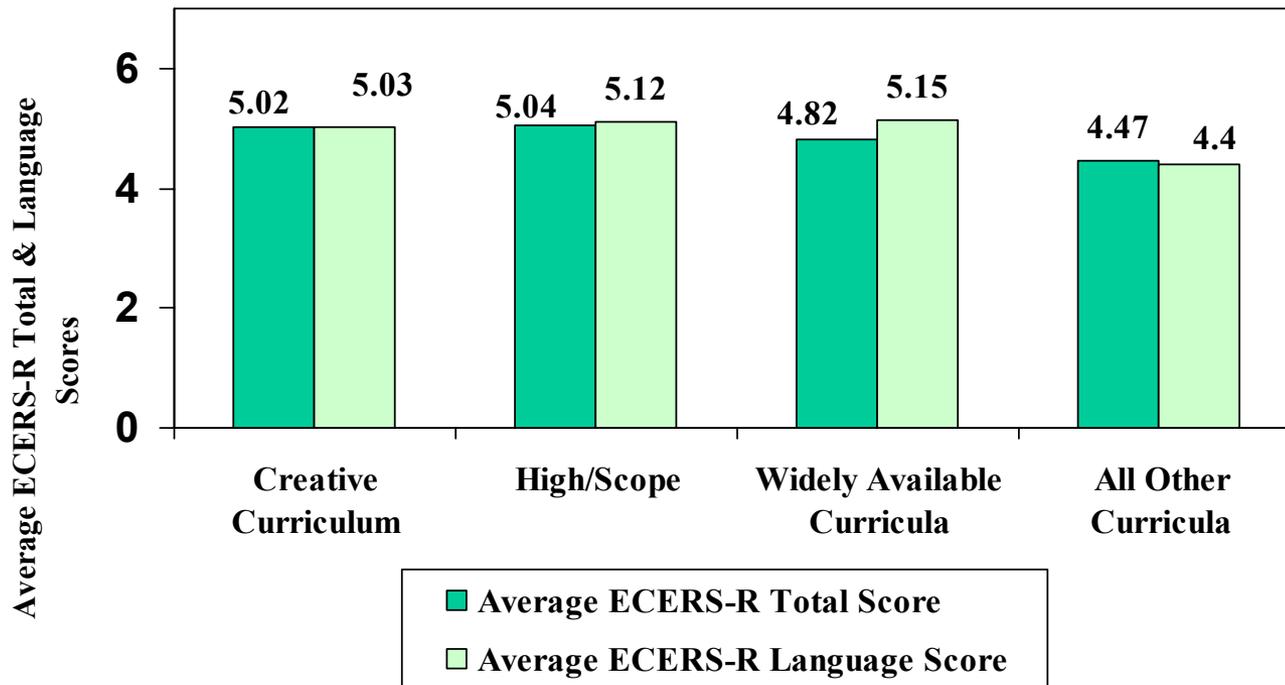
■ Average ECERS-R Total Score  
■ Average ECERS-R Language Score



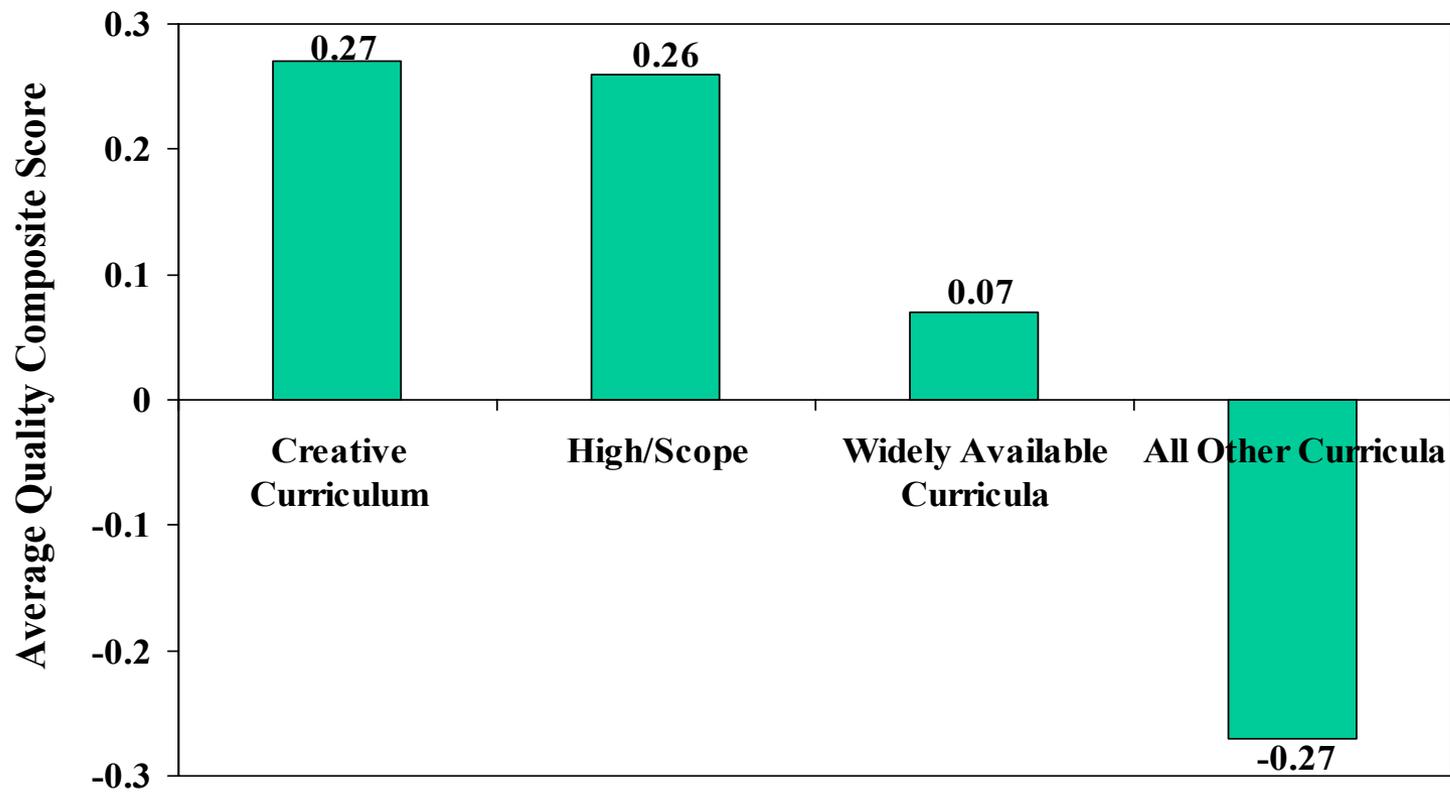
# The Classrooms of Teachers who Used Creative Curriculum and High/Scope Had Significantly Higher Quality Composite Scores Than Classrooms Using Other Curricula



# Classrooms That Used Creative Curriculum and High/Scope Had Significantly Higher Average ECERS-R Total Scores & ECERS-R Language Scores Than Classrooms That Used All Other Curricula.



# Classrooms That Used Creative Curriculum and High/Scope Had Significantly Higher Average Quality Factor Scores Than Classrooms That Used All Other Curricula.



# Implications

- **The Head Start Performance Standards mandate that programs use a curriculum although curricula are not prescribed. Findings indicate that the great majority of the Head Start programs comply with this standard consistent with the goal of providing a planned, developmentally appropriate early childhood program for children.**
- **There is a relationship between program characteristics (region, urban-rural) and characteristics of children/families and the type of curriculum used.**



# Implications

- The relationship between curricula and classroom quality may reflect the influences of other factors (such as the resources available to programs for purchasing and training in specific curricula), or may demonstrate the effect of certain curricula on quality. Programs may want to consider whether using curricula related to higher levels of classroom quality would enhance their programs.

