



A New Vision for High Quality Preschool Curriculum: Leadership Exchange

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students impacted**

Over **40**

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Without national standards for Early Learning, the **consensus study serves as the foundational framework** for our review tool.

50+

Stakeholders
engaged

21

Different States
(and D.C.)
Represented

Experts in:

- Science of Reading
- Science
- Kinesiology
- Social Emotional Learning
- Oral Language
- Mathematics
- Child Development
- Equity
- Multilingual Learners

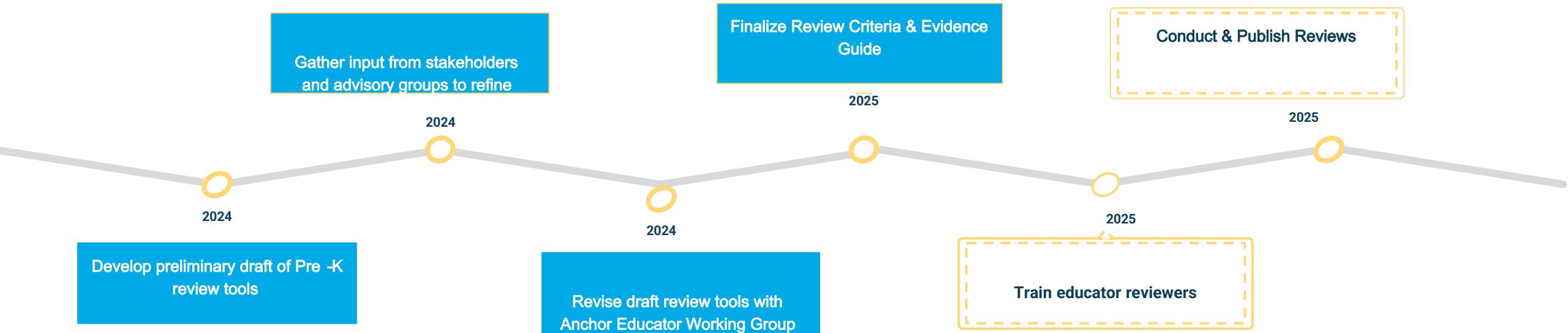
40+

HOURS OF
DISCUSSION

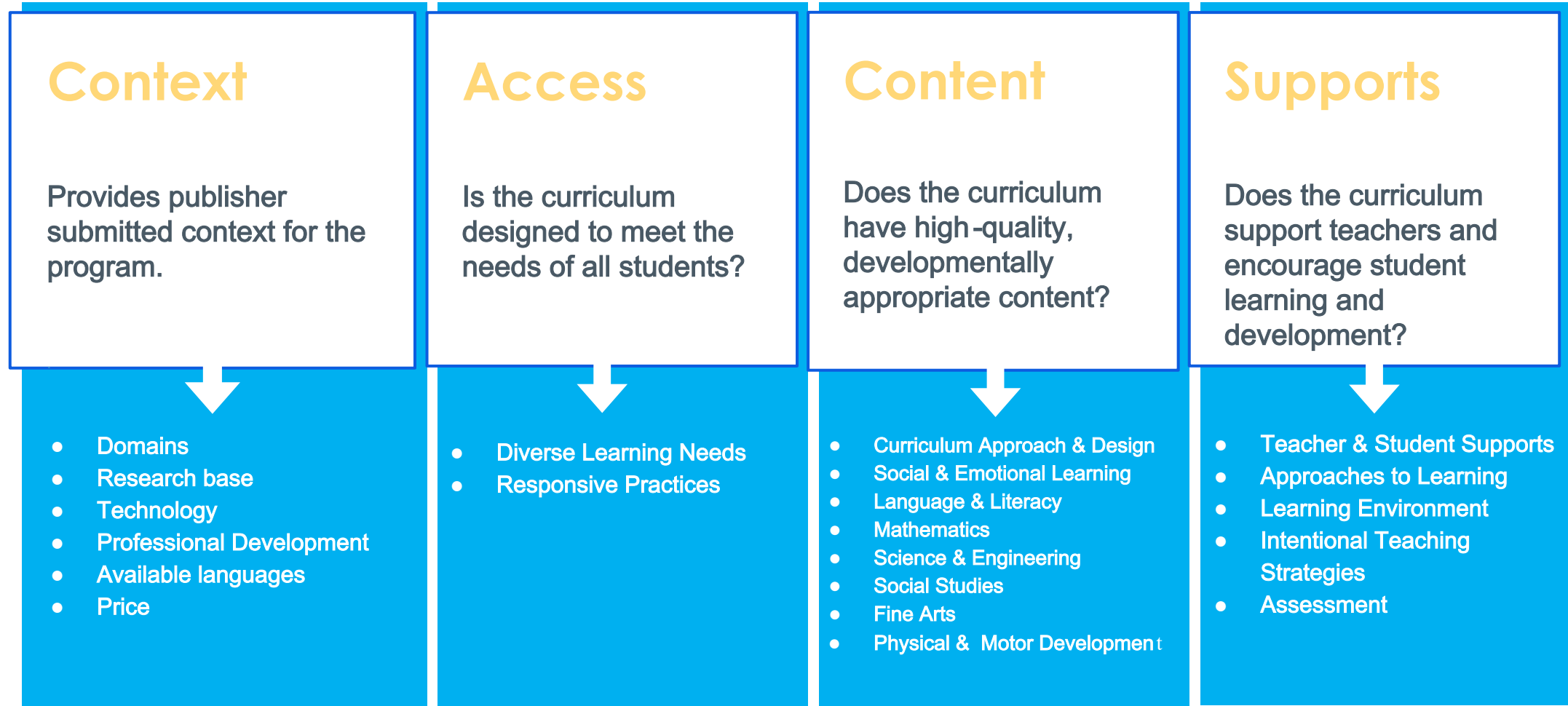
Engagement From:

District Leaders
Teachers
State Policymakers
Advocacy Groups
Early Learning Providers
Researchers

Process



A Look at the Review Criteria



A Look at the Evidence Guide

Gateway 2: Alignment to Developmental Domains and Content Areas

Criterion 2.1	Physical and Motor Development Curriculum materials promote physical and motor development through active play and movement.
Indicator 2.1a	Curriculum materials are intentionally designed to support the development of gross motor skills.

Criterion and Indicator

Purpose and Research
<p>The purpose of incorporating physical and motor development in instructional materials is to support the holistic growth and development of young children. Research supports the importance of developing physical and motor development skills in early childhood. In a review of the literature, Trawick-Smith (2014) posits that motor development is a strong predictor of cognitive abilities in later years, with early gross motor skills being linked to essential cognitive processes such as processing speed and memory.</p> <p>Active play facilitates young children's development and learning in physical, social, emotional, and cognitive competencies. Play encourages fine motor skill development which involves the use of small muscles in the hands and fingers and is essential for tasks such as writing, drawing, and manipulating small objects. Play also enhances gross motor development involving larger muscle groups which are crucial for activities such as running, jumping, and climbing (NAEYC, 2020). Huggett and Howells (2024) add that play that strengthens fine motor skills and gross motor skills contributes to school readiness.</p> <p>In addition, Martinez-Bello and Estevan (2021) note that engagement in physical activity and motor skill development has numerous health and developmental benefits. This positions preschool children in an important stage for physical, mental, and social development. Both fine and gross motor skills are crucial for future physical activity levels and physical activity during the younger years can enhance engagement in life-long physical activity (Huggett & Howells, 2024).</p>

Purpose of the indicator with research connections and resources

A Look at the Evidence Guide

Evidence Collection

Gross motor skills include the following key areas:

- **Coordination and Movement**
 - Coordination activities that give children opportunities to control large muscle groups as they engage in movements such as running, jumping, hopping, and climbing.
 - Activities that require movement across spaces (e.g. obstacle courses, playground games) to enhance spatial awareness and body control.
- **Balance**
 - Balancing skills include tasks like standing on one foot, walking on balance beams, or playing with stability-enhancing equipment.
- **Muscle Strength and Flexibility**
 - Games and exercises that strengthen both upper and lower body muscles. Activities like lifting, pushing, pulling, and stretching should be included to promote muscle growth and flexibility in large muscle groups (arms, legs, torso).

Gathering Evidence for the Cluster Meeting:

- Do the materials include a progression for gross motor development and developmental adaptations?
- Do the materials include structured activities to promote gross motor skills?
- Are there opportunities for unstructured physical play to encourage running, jumping or climbing?
- Do the materials provide opportunities for children to strengthen and build **coordination and movement** skills (see *Evidence Collection*)?
- Does the curriculum include opportunities for children to practice and gradually advance **muscle strength and flexibility**?
- Do the materials include activities that explicitly target **balance development**?
- Do materials gradually build gross motor skills throughout the curriculum?
- Do materials include activities that are considerate and reflective of age-appropriate gross motor development?
- Are the exercises and games included providing meaningful and rich opportunities to develop strength, flexibility, coordination, and balance?
- Do the materials encourage growth and strength across all major muscle groups?
- Do the materials provide guidance on setting up the physical environment (e.g. outdoor play areas or indoor movement spaces)?

Detailed explanation of key skill areas to guide reviewers as they collect and verify evidence

Discussion points to guide the review team calibration meeting

A Look at the Evidence Guide

Scoring:		
<p>Meets Expectations: 2 points</p> <ul style="list-style-type: none">• Materials consistently demonstrate alignment with documented key gross motor milestones for Pre-K students• Materials consistently include clear, developmentally appropriate learning goals• Materials consistently include lesson plans tied to learning goals• Materials consistently include a range of developmentally appropriate student activities that progress in complexity over time• Materials include a variety of activities that target different gross motor skills (e.g., coordination and movement, balance, muscle strength and flexibility).• Materials consistently include appropriate teacher guidance with detailed instructions for conducting the activities• Materials clearly connect gross motor activities with other areas of learning	<p>Partially Meets Expectations: 1 point</p> <ul style="list-style-type: none">• Materials sometimes demonstrate alignment with documented key gross motor milestones for Pre-K students• Learning goals are included inconsistently OR are inconsistently clear and developmentally-appropriate.• Materials sometimes include lesson plans tied to learning goals• Student activities included are sometimes developmentally appropriate and/or inconsistently progress in complexity over time.• Materials include a limited variety of activities that target different gross motor skills (e.g., coordination and movement, balance, muscle strength and flexibility).• Teacher guidance is inconsistently included or lacks detail for conducting activities.• Materials provide some connection between gross motor activities and other areas of learning	<p>Does Not Meet Expectations: 0 points</p> <ul style="list-style-type: none">• Materials rarely demonstrate alignment with key gross motor milestones for Pre-K students• Materials rarely include clear, developmentally appropriate learning goals• Materials rarely include lesson plans tied to learning goals• Materials do not include a range of developmentally appropriate student activities that progress in complexity over time• Materials do not include a limited variety of activities that target different gross motor skills (e.g., coordination and movement, balance, muscle strength and flexibility).• Teacher guidance for conducting activities is rare or limited.• Materials provide limited or no connection between gross motor activities and other areas of learning

← Scoring and details of scoring criteria

Challenges

- Translating research into clear, concise criteria
- Identifying which criteria to prioritize
- Balancing comprehensiveness with usability
- Ensuring consistency and reliability

Opportunities

- Build a flexible curriculum review tool
- Empower educators and decision-makers with clear, evidence-based reviews
- Support equity and access in early learning
- Influence curriculum development



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