INTRODUCTION

The School Readiness Curriculum Guide for Head Start serves as Child and Family Development Programs (CFDP) plan for Quality Teaching and Learning. All Head Start services and systems are designed to prepare children for school. Head Start uses a holistic approach that includes partnerships with parents as the child’s first and most important teacher. Parents and staff work together to deliver comprehensive services in early childhood health, development and education. Services are guided by Head Start Performance Standards, Informational Memorandums, Program Instructions and the Head Start Act. CFDP’s systems and services are outlined in the Integrated Work Plan. Teachers are hired with education and experience specific to early childhood education and acquire no less than 15-hours of professional development annually. Professional development is promoted for all staff and current research in the field is used to guide practice. The school readiness plan addresses goals for children, families and the program. The school readiness plan outlines how to collect, analyze, report, and use data to improve child outcomes and ensure children are ready for school and ready to learn.

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**SCHOOL READINESS PLAN**

School Readiness: Head Start defines school readiness as children possessing the skills, knowledge, and attitudes necessary for success in school and for later learning and life. The Head Start approach to school readiness means that children are ready for school, families are ready to support their children’s learning, and schools are ready for children (NCQTL/ECKLC).

Family Engagement: The principles of building relationships with families that support family well-being, strong parent-child relationships and ongoing learning and development of parents and children. Family engagement refers to the beliefs, attitudes, behaviors and activities of families that support their children’s positive development.

School Readiness Goals for Families & Program Goals that Support School Readiness and Family Engagement: Broad goals are embedded within the Integrated Work Plan posted on the CFDP website. Specific goals are developed using information from the Community Assessment, Self-Assessment and Child Outcome Reports. Data trends are analyzed and Annual Program Goals are developed in conjunction with Leadership Team, Policy Council and the Board of Directors. Long term program goals are posted using Google Docs. Program goals are included with the Agency’s Strategic Plan.

School Readiness Goals for Children: Goals align with the Head Start Child Development and Early Learning Framework (HSCDELF). Short term goals are developed in conjunction with parents and are based on program data, including kindergarten teacher surveys, and child outcome trends over time. Program-wide goals indicate areas to target professional development training and intentional teaching methods to ensure children are prepared for school across all domains of development and learning. The goals are posted on the Child and Family Development Programs (CFDP) website.

Data Collection, Data Analysis and Data Sharing:

- Children – Teachers and classroom staff are the primary data collectors for child outcome data relating to school readiness. Teaching Strategies GOLD (TSG) is an on-line system used by CFDP for collecting, storing, evaluating, reporting, analyzing, sharing and planning. TSG Objectives for Development and Learning are aligned with the HSCDELF Framework. Teachers gather anecdotal data and artifacts that indicate the level of performance and growth shown in each of the Objectives for Development and Learning. Each child is evaluated at three checkpoint periods. Information is shared with families and used for planning and intentional teaching. Individual goals are developed with parents for each child based on child assessment and program school readiness goals. See the section in this guide on “Observation and Assessment” for more information. Center Managers monitor and provide feedback to support Teachers and classroom staff in the data collection, data analysis, and data sharing process. Center Managers work with teachers and families to develop site-based goals for children and families that align with program goals and support school readiness goals. The Education Specialist shares school readiness leadership with Area Supervisors who support Center Managers. Refer to Procedure 2-15 for specific details. School readiness outcomes are shared with parents, staff, the leadership team, Policy Council, the CAT Board and program specialists at the state and regional level.

- Family & Program – The Associate Director is the lead for gathering, analyzing, and drafting the programs comprehensive annual Self-Assessment. Information is gathered throughout the year and throughout the program service area using multiple modalities of data collection. Contributors include parents, community partners and staff.

Data Patterns & Planning: Data is analyzed three times throughout each year and yearly data is compared and analyzed to identify trends from year-to-year. In addition program child outcome data is compared to other variables in our program such as: attendance, education level of parents, education level of teachers, 1-year enrollment versus 2-year enrollment, and other child demographics, etc.

- Teachers will use data analysis outcome results to set specific goals for the classroom and each child then plan, teach and assess based on child outcomes in relation to program school readiness goals.
- The program will use data analysis and outcome results to create training and professional development goals and establish family and program goals for continuous and on-going improvement in relation to program school readiness goals.
- Supervisors will monitor to ensure plans are developed and implemented and feedback is provided.
CURRICULUM DEFINITIONS AND EDUCATION PHILOSOPHY

Curriculum in Head Start is based on Program Performance Standards and sound child development principles established according to how children grow and learn. The role of the Head Start curriculum is to enhance the social competence and school-readiness of children. Head Start staff and parents developed the curriculum of Child and Family Development Programs – Head Start, taking into account the characteristics, strengths and needs of the local communities and culture to stimulate learning across all domains of development (social, emotional, cognitive and physical).

The objective of the Head Start Education and Early Childhood Development Performance Standards (1304.21) “is to provide all children with a safe, nurturing, and secure learning environment in order to help them gain the awareness, skills, and confidence necessary to succeed in their present environment, and to deal with responsibilities later in school and in life. Each child is treated as an individual in an inclusive community that values, respects, and responds to diversity.”

The Head Start Program Performance Standards 1304.3(a)(5) define curriculum as a written plan that includes:

- **Goals** for children’s development and learning;
- **Experiences** through which they will achieve the goals;
- **Roles** for staff and parents to help children achieve these goals; and
- **Materials** needed to support the implementation of a curriculum.

**Philosophy**

Parents and staff of Head Start Child and Family Development Programs believe that:

- The goals for children’s development and learning include: success for all children to grow socially, emotionally and cognitively in a developmentally appropriate environment. It is important that children learn to like school, develop friendships and bond with each other. Relationships are built between parent, child and school. Adults work with the child for current school success and preparedness for future learning. It is important that non-English speaking students acquire enough English language to be successful and that tolerance and diversity are promoted and practiced.

- The experiences necessary for the children to achieve these goals include guidance, interactions, exposure to classroom experiences, field trips, and home to school connections. Teachers are enthusiastic to plan direct activities asking classroom questions. We believe that children learn through play and benefit from real life practice.

- Staff and parents help children achieve these goals by individualizing and setting up the environment. All staff members participate in on-going training and education and encourage education and training for parents and guardians. Families and their children are linked to health and community services. All staff members view families as the primary nurturers of their children. Teachers gather input from parents and parents are encouraged to participate in lesson planning. Together we implement tools, support parent ownership, model a love of education for children and ensure well-managed programs that involve parents in decision-making.

- Materials needed to support the implementation of a curriculum include: books, up-to-date researched based assessment tools, facilities, classroom supplies and outdoor equipment. Staff members need training, knowledge and experience as well as creativity and flexibility. Community resources, adequate funding, time and time management are necessary to ensure a quality program.
The Creative Curriculum for Preschool® (Dodge, Colker & Heroman) will be used as the primary blueprint, theory and framework in the classroom. There are five components of the Creative Curriculum framework: (1) How Children Develop and Learn, (2) The Learning Environment, (3) What Children Learn, (4) The Teacher’s Role and (5) The Family’s Role. Creative Curriculum for Preschool encourages children to experiment, explore, and pursue their own interests. Instruction is based on observing and documenting what children do and say, while showing the educator how to structure the classroom and have positive interactions with children. Curriculum should be implemented to help children acquire social competence and the skills needed to succeed as learners. Creative Curriculum should be used to enhance the learning environment and teaching in 11 interest areas. These areas include blocks, dramatic play, toys and games, art, library, discovery, sand and water, music and movement, cooking, computers and outdoors.

The Creative Curriculum for Preschool® – Connecting Content, Teaching, and Learning – Revised Edition (Dodge, Colker & Heroman) will be used to understand how content is linked to teaching and learning. It provides an overview of the following subject areas: literacy, math, science, social studies, the arts, and technology. Content teaching supports the Creative Curriculum goals and objectives in four areas: Social/Emotional Development, Physical Development, Cognitive Development and Language Development.

The Creative Curriculum® for Preschool Implementation Checklist (Teaching Strategies) will be used to determine how the Creative Curriculum is being implemented in our program.

Positive Behavior Interventions & Support (PBIS) is implemented program-wide. Reference Procedure 2-33. Our program has adopted three basic rules. There are eight key features of PBIS. The following three levels of support are contained in the PBIS model:

- Primary Level (Tier 1 on the Pyramid): Universal preventions that are for all children.
- Secondary Level (Tier 2 on the Pyramid): Action Plan with targeted preventions for children exhibiting mild to moderate challenging behavior.
- Tertiary Level (Tier 3 on the Pyramid): Functional Behavior Assessment (BFA) with intensive individualized interventions for children who engage in high intensity and/or chronic challenging behaviors.

PBIS Preschool-Wide Evaluation Tool (PreSET) will be used to determine how PBIS is being implemented.

Head Start has additional curriculum component requirements. Lesson plans within each month must include one or more activities from each of the following areas: mental health, child safety/personal safety, health, dental, nutrition and include cooking projects, field trips, fire drills and earthquake preparedness. Incorporate the local culture and that of your children’s families into the classroom environment. Culturally appropriate activities include cooking, songs, stories, games, learning centers and dramatic play, etc.

The requirements page lists all activities that must be implemented during the year. Teachers choose how to implement these activities. The required activities can be implemented during the scheduled class day. Teachers may plan the required activities during greeting, gross motor, small group, large group, free choice, meals or other appropriate times. Be sure to document the resource or give a brief description of the activity in the lesson plan.

Teachers plan using Studies or project-based learning. Teachers utilize Studies throughout the year. Studies give a focus and provide meaningful learning goals and experiences related to the methods used to learn content. Studies are organized into three parts to introduce a topic (the beginning), to investigate a topic (research & learning) and to celebrate learning (conclusion). Teachers may study a topic for several weeks or months based upon the interest of the children in the classroom. Study topics emerge from the children and are relevant to their daily lives and what is in the community. Teachers are facilitators of children’s learning and teachers and children learn about the topic together. Studies mostly focus on Science and Social Studies. Topics to study are not letters, colors or numbers although children have many opportunities to learn about such when investigating and documenting a relevant study topic.
Holidays and celebrations should not be used as themes or topics in the curriculum. When early childhood curriculum uses holidays as the primary source of activities about cultural diversity, children do not learn about the common tasks that all people do in culturally different ways. If holiday activities are used in the classroom, they should connect to the topic of study and be implemented to broaden the children’s awareness of one’s own and other’s cultural experiences as part of a more inclusive curriculum about cultural diversity. The activities should be non-stereotypical and reflect a diversity of roles and experiences, which allow children to make connections to something meaningful to their lives. Be sensitive to families who do not permit participation and include alternatives for the child, classroom and/or center. Remember that not all people celebrate holidays. Holiday activities may be planned for other center events and on home visits with parents using these guidelines: avoid stereotypes, be sensitive to family cultural practices, and be aware of separation of church and state issues.

“Family of the Week” is a required activity. Teachers will document on lesson plans the child who is featured for the week. One way to feature a family of the week is to ask the parents to send in items such as pictures of the child and family members, pictures of their favorite foods, favorite toys and favorite color which may be displayed on a bulletin board. You might also encourage the family to come in and share with the class a favorite song, story, food, celebration or activity.

The educational home visit activities that tie into the curriculum are listed on the requirements page. Teachers and parents plan the home visit together to meet the individualized needs of both the parents and the child. Home visit forms will reflect how the home visit is coordinating with classroom activities and how teachers are educating the parents in all component areas. Home visit forms will reflect parent input into planning; social service needs or concerns of the family; educational activities that parents may choose to work on during home visits or as follow up, or any needs or concerns that families would like to see teachers address in the classroom guided by Teaching Strategies GOLD Objectives for Development and Learning. See: Home Visit Policy 2-14 and Ongoing Monitoring Procedures 1-92.

**Requirements for Planning & Teaching**

- **Required within the 1st 30-days** ~ Implement and document all five safety lessons on lesson plans.
  - Pedestrian and Bus Safety Education ~ See Policy 1-47 and/or PS 1310.21
    - Children will receive safety lessons which will include:
      - 1) crossing-the-street lessons;
      - 2) safe riding practices;
      - 3) safe boarding and leaving the vehicle lessons;
      - 4) danger zone recognition and;
      - 5) emergency bus evacuation.

  Staff will develop developmentally appropriate and individualized activities to remind children of the safety procedures. Such activities will become an integral part of the programs activities. When a child is enrolled during the year, follow the 30-day requirement for pedestrian and bus safety education for the newly enrolled child.

- **Required MONTHLY** ~ Include the following each month:
  - Vocabulary List for Key Concepts
  - Nutrition Activity
  - Health Activity
  - Dental Activity
  - Child Safety/Personal Safety
  - Mental Health
  - Fire Drill & Complete Form 2-24
  - Earthquake Drill & Complete Form 2-24a
  - Tsunami/Flood Preparedness
  - Field Trips
Required **YEARLY** ~ Include the following sometime throughout the year

**Classroom Requirements:**
- **Home-Base:** These requirements can be met using the home as the primary learning environment or during socialization sessions.
- **Bicycle Safety**
- **Bus Evacuations**
  - Staff will conduct at least three bus evacuation drills every school year for every classroom according to Performance Standard 1310.21(2)d and State regulations. Form 2-24b will be completed after each drill and turned into the Center Manager at the end of the month.
- **Classroom Rules and Playground Safety**
- **Daily Schedule (clearly posted)**
- **Classroom Rule Matrix (clearly posted)**
- **Family of the Week (all families given opportunity to participate)**
- **Fire Safety & Prevention (using the new curriculum guidance Start Safe and include evacuation plan)**
- **Gun Safety**
- **Head Lice education (at least once at the beginning of each program year)**
- **Kindergarten Transition Preparation (including kindergarten roundup or registration)**
- **Mealtimes**
- **Personal Safety**
- **Poison Prevention (including Mr. Yuk)**
- **Seatbelt Safety**
- **Studies/Projects (number & duration based on the interest of the children)**
- **Water Safety**
- **Street Crossing Safety**

**Educational Home Visit Requirements:**
- **Vocabulary List with Key Concepts**
- **Response to Appropriate and Challenging Behavior (document for parents)**
- **Seatbelt Safety**
- **Fire Safety & Prevention (including Stop, Drop and Roll and fire evacuation plan)**
- **Poison Prevention (including Mr. Yuk and poisonous plants)**
- **Kindergarten Transition Preparation (year-long activities including kindergarten roundup or registration)**
- **Water Safety**
- **Nutrition**
- **Street Crossing Safety (required within first 30 days)**

**LESSON PLAN GUIDANCE**

**Primary Requirements**

- **Identify a topic of study that is of interest to the children and allows for in-depth investigations by the children over time. Thread the topic of study throughout lesson plans over the term (weeks, months or year) of the study. When applicable, include the topic of study in the interest areas and group planning. As much as possible, plan field trips to support investigations of the study topic. You are encouraged to visit the same place or a similar place more than once for new learning and deeper understanding.**
- **Complete the CFDP Monthly Planning Form 2-1(c) prior to the upcoming month. Make sure the planned required activities are noted on the TSG Weekly Planning Forms over the course of each month. Ensure all Head Start requirements are implemented.**
- **Complete the TSG Individual Child Planning Form and reflect the recommended activities for individualizing on the Weekly Planning Form. Ensure individualizing a minimum of two times a month for each child and document in the weekly lesson plans.**
Secondary Requirements

- Use group time, especially small group time, primarily for individualizing, meeting the Head Start requirements, physical activity and small group read-alouds. It is not necessary for every child to attend every small group activity that is planned. Small groups do not need to be assigned or fixed and can be fluid to meet individual needs and interests. When a group of children are not ready for a full large group experience, it is appropriate to run two smaller large group sessions.
- Plan a daily read aloud for all children in large or small groups. Plan intentionally and record the purpose of the daily read-aloud on the Read Aloud section of the TSG Weekly Planning Form. Examples: first read, vocabulary development, questioning, story retelling, topic of study, etc. Include what you intend to do before the reading, during the reading and after the reading. In addition, read books to individuals as well as large and small groups of children at least twice every day.
- Ensure intentional planning in early mathematics is included in the lesson plans daily. Refer to the Creative Curriculum for Preschool and plan meaningful experiences and lessons in: Number and Operations, Geometry and Spatial Sense, Measurement, Patterns (Algebra) and Data Analysis. Focus planning to address program-wide and individual child school readiness goals based on TSG outcome reports.
- Ensure intentional planning in early literacy is included in the lesson plans daily. Refer to the Creative Curriculum for Preschool and plan meaningful experiences and lessons in: Literacy as a Source of Enjoyment, Vocabulary and Language, Phonological Awareness, Knowledge of Print, Letters and Words, Comprehension, and Books & Other Texts.
- Ensure intentional planning in physical development occurs daily. Refer to IMIL resource materials.
- Ensure all developmental and content areas are included in the plans weekly. Cross reference TSG Objectives for Development and Learning and HSCDEL Framework. Embed planning for cognitive development throughout lesson plans including approaches to learning, processing skills and executive functioning.
- Ensure lesson plans address program-wide school readiness goals weekly. Use individual and class TSG data and reports to plan and address the most relevant school readiness goals. Use individual and class TSG data and reports to plan and address areas of need that are unique to the classroom of students.
- Provide enough detail so that plans can be followed by a substitute teacher and plans are understood by parents and volunteers.

Additional Requirements & Considerations

- Use the Special Activities section of the Weekly Planning Form for additional activities that extend or celebrate learning. Use the Special Activities section for those activities that are less intentional in terms specific early learning objectives but are planned for joy or fun. Examples: craft activities, making presents or pictures for parents, parent or volunteer projects, etc. These can often be offered during Free Choice as a special option.
- It is not necessary to reflect the list of items in each interest area – instead refer to the Creative Curriculum manual and CCIC to ensure interest areas include the recommended materials. Record individualizing and extensions added to each area that relate to the interest of the children and the topic of study on the Weekly Planning Form.
- It is not necessary to reflect the list of daily routines and rituals on the Weekly Planning Form – instead reflect that list on a daily schedule page. Record intentional teaching activities that are planned each day to support learning and school readiness when planning for groups.
- Record and reflect family and community engagement in the lesson plans.
- Record the observation plan for assessment and data collection on the lesson plans. This is not the same as individualizing, however it is related. Take advantage of the TSG Assessment Opportunity cards and the TSG On-the-Spot observation tool. Remember to use a variety of data collection methods: photos, work samples, videos, recordings, etc.
- Identify who is responsible to lead and implement the plan/s.
- Plan transitions (time and activity). Use transitions as a learning opportunity.
• When possible, plan for and take learning outside and use the outdoor environments as an extension of the classroom. Balance child-initiated and adult-directed activities and learning experiences. Refer to the IMIL resource manual.

• Balance learning through play with direct instruction. Remember young children learn best through play and concrete experiences; when possible plan and set-up the environment for children to discover and construct their knowledge. This is best achieved when learning opportunities occur in relationship with others – peers and adults.

• Lesson plans are a living document and can be adjusted during the week by documenting changes and incidental learning opportunities that occur but were not planned. Document these on the printed working plans in the classroom as they occur. The Reflecting on the Week section of the Weekly Planning Form can be used for this purpose and/or for making journal type reflection entries at the end of the week.

• Submit weekly lesson plans for the upcoming week to your Center Manager. Center Managers designate more specific deadlines and time frames that allow for feedback and approval before implementation.

• Some teachers find it helpful to work on plans for future weeks based on the topic of study as ideas develop and the individual goals and interests of children emerge. This approach provides a loose framework for including the “big ideas” and concepts of a topic of study over time (several weeks) without submitting the weekly specifics too far in advance.

LESSON PLAN GUIDANCE FOR THE HOME BASE MODEL

Primary Considerations

• The topic of study will vary according to the parent and child interests. Whenever possible, include the topics of study into socialization activities (you may have several and might find a way to tie them all together).

• Complete CDFP Form 2-1(c) to reflect the Head Start required activities and note which activities will be provided during socialization activities. Complete a TSG Weekly Planning Form for socialization activities. Ensure all requirements are planned and implemented over the course of the year (refer to CFDP School Readiness Curriculum Guide).

• CFDP Form 2-1(d) is recommended as one way to organize individual goals for each child (modify the form to use monthly instead of weekly). Individualizing will occur at weekly home visits and when possible, during socialization activities. Use the Family Version of Activities in the TSG Planning Tab under Recommended Activities during home visits.

Requirements

• Involve the parent in planning home visits and socialization activities. Ask for an informal evaluation after each socialization activity.

• Include book reading during home visits and during socialization activities. Provide information to parents about the value of reading (vocabulary, asking questions, print has meaning, and storytelling, etc).

• Include mathematic activities during home visits and provide information for parents to understand how they can support mathematical concepts at home (sorting and dividing, categorizing objects, shapes and numbers). Provide a mathematic-rich environment for parents to interact with their children during socialization activities.

• Include literacy development activities during home visits and support parents to continue early literacy development with their children (rhyme, letter identification, letter sounds, print awareness, etc). Provide a literacy-rich environment during socialization activities.

• When possible, include physical development activities during home visits and provide parents with information about the brain-body connection. Include physical development activities (IMIL, etc) during socialization activities.
• Include roles for parents during socialization activities.
• Use Head Start Child Development Early Learning Framework (HSCDELF) as a guide to plan with parents for children.
• Review CFDP School Readiness Goals. Use individual and class TSG data/reports to address areas of need that are unique to the children and to the group of children as a whole.
• Create your plans for home visits and for socialization activities so that the plans can be followed by a substitute staff member.
• When resources and information from Parents as Teachers (PAT) curricula are used, make a notation (example: *PAT).

Other Considerations
• It is not necessary to name every item in each learning center as the TSG weekly planning is completed for socializations activities. However, items that will be added (by you or parents) to the environment or items that will be removed from the environment before activities begin should be specified.
• Consider asking parents to use the TSG On-the-Spot tool during socialization activities and engage parents in using the TSG Opportunity cards for home visits observation.
• Lesson plans are living documents that can be adjusted by documenting changes and incidental learning opportunities that happen but were not planned. Document these on Form 2-6 during home visits and on the printed TS Gold socialization activity plan.

**EDUCATIONAL HOME VISIT GUIDANCE FOR THE COMBINATION MODEL**

This section is under construction. However, some of the guidance specific to home visits, from the home-base model guidance, can be adopted for the combination model. Use materials and resources in the home environment when planning and carrying out home visit activities. Encourage parents in the role as the primary educator of the child. Foster and enhance parent knowledge of child development and early learning by sharing child development research, practice and resources. Help parents see the home-school connection. Plan the home visit to meet the child’s individual goals and help parents align the goals with TS GOLD’s objectives for development and learning.

**CURRICULUM RESOURCES**

Required resource books and supporting curriculums are listed below with a summary of the content along with the abbreviations used when referenced. Additional resources may be available in each center.

The Creative Curriculum reflects appropriate child development principles while integrating content and skill development, aligning curriculum and assessment through a variety of teaching approaches based on child learning theory.

Explains how content in literacy, math, social studies, science, technology and the arts is linked to teaching and learning in a developmentally appropriate curriculum.

**Literacy – The Creative Curriculum® Approach – Teaching Strategies/Cate Heroman/Candy Jones – 2004**
Provides research based literacy activities and teaching strategies for young children.

Provides research based mathematics principles, activities and teaching strategies for young children.
The Creative Curriculum® for Preschool, 5th Edition (Five-Volume Set)
Addresses 10 areas (social-emotional, physical, language, cognitive, literacy, mathematics, science & technology, social studies, the arts, and English-Language Acquisition. The fifth edition presents current research, explains best practices in working with young children and families and defines the objectives for development and learning (aligned with TS GOLD) that are most predictive of school readiness and success.

- Volume 1: The Foundation
- Volume 2: Interest Areas
- Volume 3: Literacy
- Volume 4: Mathematics
- Volume 5: Objectives for Development & Learning

The Creative Curriculum® Study Starters (1-6) Volume 1 – Teaching Strategies/Cate Heroman/Charlotte Stetson/Candy Jones – 2005
Includes a teacher’s guide and provides step-by-step guides for project-based investigations in science and social studies using the topics: boxes, rocks, ants, clothes, flowers, and buildings.

The Creative Curriculum® Study Starters (7-12) Volume 2 – Teaching Strategies/Charlotte Stetson – 2006
Includes the teacher’s guide and provides step-by-step guides for project-based investigations in science and social studies using the topics: chairs, wheels, water pipes, trash & garbage, shadows, and exercise.

CIRCLE - National Head Start S.T.E.P. Teacher’s Manual – Language/Literacy – University of Texas Health Science Center at Huston – Center for Improving the Readiness of Children for Learning & Education® (C.I.R.C.L.E.) - 2002

DECA-CS – Classroom Strategies to Promote Children’s Social and Emotional Development – Kaplan/Derry Koralik for the Devereux Foundation – 1999
This resource guide is linked to the Devereux Early Childhood Assessment (DECA). The assessment and classroom strategies stem from the results of resilience research to support families and early childhood professionals in the area of social and emotional health of young children. The focus is on planning and implementing strategies for building protective factors to foster children’s development of attachment, self-control and initiative. Strategies are included for the following program elements: the environment, the daily program, activities & experiences, supportive interactions, and partnerships with families.

Second Step is a research-based social emotional curriculum that teaches social and emotional skills for violence prevention. The program is credentialed by the US Department of Education. Skills include: empathy, impulse control, anger management and problem solving. The format uses photo-lesson cards, puppets, songs and classroom posters.

The Center on the Social and Emotional Foundations for Early Learning (CSEFEL) is focused on promoting the social emotional development and school readiness of young children birth to age 5. CSEFEL is a national resource center funded by the Office of Head Start and Child Care Bureau for disseminating research and evidence-based practices to early childhood programs across the country. PBIS is implemented program-wide.

TAT – Talk About Touching – Personal Safety – Committee for Children - 2001
Talking About Touching is a research-based personal safety curriculum that teaches skills for sexual abuse prevention as well as lessons on traffic, fire and gun safety. Skills taught include assertiveness, decision-making, asking for help and reporting. The format uses photo-lesson cards, big book and songs, safety-step posters and video. Safety training, personal safety, touching safety and feeling safety are topics covered.

IMIL – I Am Moving I Am Learning – Physical/Nutrition – A Proactive Approach for Addressing Childhood Obesity
Recognizes the importance of the mind-body connection and the relationship between physical fitness and early learning and features strategies for incorporating movement and healthy nutrition into daily classroom
routines. Visit Head Start Body Start (HSBS) for new resources to promote school readiness goals in the area of physical development and health. www.aahperd.org/headstartbodystart

Teaches children the basics about healthy eating habits and provides the necessary knowledge to formulate healthy eating patterns for their future. The approach is creative and centers around five plush characters which are Orange, Broccoli, Bread, Milk and Peanut to represent the five food groups established by the USDA. There are 12 learning sessions grouped into three sessions: Food Groupie Background, Food Groupie Creative Play and Food Groupie Games. This curriculum approach also includes: video tapes, storybook, audiocassette, hanging mobile, poster, stickers and parent letters in English and Spanish.

**Tickle Your Appetite – Nutrition – Visit Team Nutrition for current information and nutrition resources.**

**Picturing America – a program for the National Endowment for the Humanities**
Picturing America includes a set of 40 reproductions of American art. “Helps Head Start staff introduce the art and enhance discussions about the images”. It includes suggestions for books, new vocabulary, related learning experiences, and family literacy activities that support children’s school readiness.” The Head Start for Picturing America Resource Guide is on the ECLKC website.

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**SUGGESTED TOPICS FOR STUDIES/PROJECTS**

The Creative Curriculum® Study Starters are listed in bold. *(These studies can be checked out from area supervisors or purchased by Center Manager with center funds.)*

~ Animals, Babies, Farm
~ Ants – CC Study Starter
~ Author Studies
~ Balance
~ Balls – CC Study Starter On-line
~ Book Studies
~ Boxes – CC Study Starter
~ Bubbles
~ Buildings – CC Study Starter
~ Change
~ Chain Reactions
~ Chairs – CC Study Starter
~ Clothes – CC Study Starter
~ Community Occupations
~ Earth Day/Environment/Recycling
~ Exercise – CC Study Starter
~ Faces
~ Family Community
~ Five Senses
~ Flowers – CC Study Starter
~ Forest
~ Friends
~ Geology, Earth, Erosion
~ Growing Bodies
~ Habitat
~ Houses
~ Insects
~ Light
~ Magnets
~ Maps
~ Me, Myself and I
~ Measurement
~ Oceans
~ Our Nature World
~ Overtime
~ Past, Present, Future
~ Rocks – CC Study Starter
~ Seeds & Growing Things
~ Sharing/Cooperation
~ Shadows – CC Study Starter
~ Simple Machines
~ Sound/Colors
~ Tools
~ Transition to Kindergarten
~ Transportation
~ Trash & Garbage – CC Study Starter
~ Volcanoes
~ Voting/Graphing
~ Water
~ Water Pipes – CC Study Starter
~ Weather/Seasons
~ Weights & Measures
~ Wheels – CC Study Starter
~ Trees
Selecting a Topic for Study ~ Choose relevant age-appropriate topics that children have some experience with, that interest the children, and are determined worthy of studying. Select topics that children can explore firsthand in a variety of ways over an extended period of time. Choose topics with multiple resources for children to study real objects, living things, places, and events that also lend themselves to some independent study by the children. Make sure topics are respectful of the families, community, and culture of your group of children. (Teaching Strategies Inc.)

Note: It is not necessary for all children to experience, study and investigate the topic in the same way or at the same level of participation and understanding. Sometimes, a small group of children may choose to work on a topic of study more intensely than the other children. Individualize and make the topic meaningful to the children in the group. Integrate the topic of study across all learning domains and content areas. Observe and listen and the children will let you know how to proceed.

Webbing ~ Use a webbing technique to find out the strengths and needs of the current group of children in the class. Use the web as a resource for planning activities and strategies around a topic of study or project to meet the unique interests of your group of children.

ADMIN RESOURCES FOR TEACHERS

- Binding Machine
- Boardmaker Software (Form 8-2)
- Books
- Cassette Tapes
- Die Cut Machine (Form 8-1)
- Laminating Machine
- Videos

OBSERVATION AND ASSESSMENT

Performance Standard 1304.21(c)(2) – Staff must use a variety of strategies to promote and support children’s learning and developmental progress based on the observations and ongoing assessment of each child.

Assessment Tools – Child and Family Development Programs ~ Head Start uses Teaching Strategies GOLD Objectives for Development & Learning and the Devereux Early Childhood Assessment (DECA) to assess each child. The information from these assessment tools guide teaching practice in setting up the classroom environment, establishing goals, implementing activities and strategies to meet individual goals of the group and individual children, and working with families to exchange information on their child’s developmental progress while promoting the family as the child’s primary teacher. In addition, The Early Childhood Environment Rating Scale – Revised Edition has been used and is available to use by our program to enhance the quality of our classroom environments. The Classroom Assessment Scoring System (CLASS) is used to help teachers and programs improve the quality of their interactions with children, to enhance professional development, and promote school readiness. The Pre-SET is used to assess PBIS implementation.

Assessment is the process of gathering information about children in order to make decisions. There are 4 purposes: 1) Support learning; 2) Identify special needs; 3) Program evaluation and monitoring; and 4) Program/school accountability.

Teaching Strategies GOLD is organized into 36 Objectives for Development & Learning. Teaching Strategies GOLD is researched based, designed to measure growth and school readiness for all children (including children with disabilities) and also measures growth for children whose native language is not English. It is designed to assess children in four areas of child growth and development (social-emotional, physical, language, and cognitive) and five areas that focus on content (literacy, mathematics, science & technology, social studies and the arts). Teaching Strategies GOLD is aligned with the Head Start Child Development and Early Learning Framework and Oregon’s Early Childhood Foundations. All three support school readiness. Prior assessment information gathered from the previous year will be used when planning for returning children.
The Devereux Early Childhood Assessment (DECA) is a social and emotional tool that uses both teacher and parent observations to determine protective factors for children in three areas: initiative, self-control and attachment. In addition any behavioral concerns are identified. There are three levels for planning based on a child’s T-score in each area. See the DECA Documentation and Level Planning Procedure 2-8. The DECA kit includes planning resources and observation tools for parents and teachers. The DECA Classroom Profile provides an at-a-glance color coded tool to assist teachers with planning. A service plan must be documented in the SOAP for each child. The DECA kit includes a Classroom Strategies guide with specific ideas for building protective factors and addressing behavioral challenges that can be met in the weekly plans or specifically targeted to meet an individualized plan. The DECA is administered in the fall for all children and again in the spring for children who were initially at level two and level three (those with concerns) in terms of planning. Prior assessment information gathered from the previous will be used for planning for returning children.

Through assessment, teachers obtain useful information about children’s knowledge, skills and progress by observing, documenting, analyzing and reviewing children’s work over time. Based on what is learned from the review of children’s progress, teachers identify which children would benefit more from focused activities and practice on specific skills. This information will help to plan appropriate daily and home visit activities that align with program school readiness goals. These activities will then be implemented into lesson plans (The Creative Curriculum).

Observation – Observe children as they play and work in individual or group activities and keep records to be used for lesson planning, individual instruction, to report progress in areas of development, and to keep track of progress over time toward curriculum objectives and school readiness goals. Record objective brief summaries of factual accounts (what you see and hear) that provide rich descriptive information. In addition to informal observations that capture and record meaningful learning, develop a systematic way to observe all children using Teaching Strategies GOLD and include your observation plan in lesson plans weekly. Use a variety of observation methods and a portfolio system to document, organize, and collect concrete samples of a child’s work to upload into the on-line system of Teaching Strategies GOLD. Refer to: The Art of Awareness by Deb Curtis and Margie Carter.

Observation and Ongoing Assessment – Together staff and parents assess children’s prior knowledge and then track their progress in meeting the goals through ongoing assessment, observation, and recording of the child’s development (Children and Families/Wolverton, 2000).

The requirements for child observation and ongoing assessment continue throughout the child’s enrollment in Head Start. Using appropriate observation and assessment procedures, staff and parents follow each child’s progress and experiences from the child’s arrival in the program to the time the child leaves. Through this process, staff members come to know each child’s strengths, interests, needs, and learning styles in order to individualize the curriculum, to build on each child’s prior knowledge and experiences, and to provide meaningful curriculum experiences that support learning and development and promote school readiness.

Assessment defined by performance standard 1304.3(a)(1) means the ongoing procedures used by appropriate qualified personnel throughout the period of a child’s eligibility to identify: the child’s unique strengths and needs and the services appropriate to meet those needs; and the resources, priorities, and concerns of the family and the supports and services necessary to enhance the family’s capacity to meet the developmental needs of their child.

### DATA COLLECTION RESOURCES

In addition to anecdotal observation notes, objective brief statements of factual accounts of what you see and hear, the following tool, strategies and resources will support the process of observation, assessment and evaluation.

- **TS GOLD Assessment Opportunity Cards** (on-line)
  - Demonstrates phonological awareness
  - Demonstrates knowledge of the alphabet
  - Demonstrates knowledge of print and its uses
o Demonstrates emergent writing skills
o Uses number concepts and operations

- **TS GOLD On-the-Spot Observation Recording Tools** (on-line)
  - Demonstrates traveling skills (one for each - walks, runs, gallops & skips)
  - Demonstrates balancing skills (one for each – sits & stands, walks on beam, jumps & hops)
  - Demonstrates gross-motor manipulative skills (one for each – throws, catches, kicks)
  - Demonstrates fine-motor strength and coordination (one for each – uses finger & hands, uses writing tools)
  - Demonstrates phonological awareness (one for each – notices & discriminates rhyme, notices & discriminates alliteration, notices and discriminates smaller & smaller units of sound)
  - Demonstrates knowledge of the alphabet (one for each – identifies & names letters, uses letter-sound knowledge)
  - Demonstrates knowledge of print and its uses (one for each – uses and appreciates books, uses print concepts)
  - Comprehends and responds to books and other texts (one for each – interacts during read-alouds & book conversations, uses emergent reading skills, retells stories)
  - Demonstrates emergent writing skills (one for each – writes name, writes to convey meaning)
  - Uses number concepts and operations (one for each – counts, quantifies, connects numerals with their quantities)
  - Explores and describes spatial relationships and shapes (one for each – understands spatial relationships, understands shapes)
  - Compares and measures
  - Demonstrates knowledge of patterns

- **TS GOLD Checklists** (on-line)
  - To identify 4 basic shapes
  - To recognize uppercase, lowercase letters
  - To write uppercase, lowercase letters
  - To make letter-sound connections
  - To identify number from 1 to 20 correctly
  - To associate quantity from 1 to 20

**Portfolio Collections** – Create a system for collecting children’s work and upload documentation into TS GOLD. Collect and use the following in order to document progress, set goals, and plan instructional strategies:

- **Writing samples** (scribbles, labels, letters, names and words, numbers, signs and messages)
- **Art/drawing samples** – open ended (drawing, painting, woodworking, clay, collage)
- **Language samples** – spontaneous
  - Written records of a child’s interests (questions asked, descriptions of drawings and other work, comments after a field trip)
  - Video and audio recordings of a child’s language development (singing, telling a story, playing with others, meal time conversations, identifying a solution to a problem)
- **Photographs** – write a brief note about the photo and upload to TSG.
  - Work and play activities (block building or other structures, wood working construction, sculptures made from clay or recyclable materials, objects sorted by size and color, group projects that child participates in)
  - Physical Development (standing on the top of a climber, riding a tricycle, swinging, completing a puzzle)
  - Everyday routines and activities (setting the table, brushing teeth, cleaning up, listening to a story)
For all portfolio collections, write an observational note to support the sample. Portfolio information can be uploaded into Teaching Strategies GOLD, shared with families and can be used to help children reflect on their own work and recognize their own skills and progress. Families can access their child’s Teaching Strategies GOLD portfolio online when teachers send families an invitation and give them access to information.

These checklists may be used (for planning purposes only) in addition to the on-line tools and resources in Teaching Strategies GOLD:


- **Literacy The Creative Curriculum® Approach** – See Appendix.
  - Alphabet Knowledge Observation Form
  - Print and Book Concepts Observation Form
  - Phonological Awareness Observation Form

- **Mathematics The Creative Curriculum® Approach** – See Appendix.
  - Number and Operations Observation Form
  - Geometry and Spatial Sense Observation Form

**INDIVIDUALIZING**

Individualization is an essential element of the Head Start curriculum. Staff members in partnership with parents individualize the curriculum to support each child’s learning and developmental progress (The Head Start Path to Positive Child Outcomes). Teachers work together with all parents, sharing the Creative Curriculum® System, to establish age appropriate goals that take into account the individual strengths and needs of the child’s developmental level.

Teachers meet with parents within the first three weeks of school to develop initial goals for children. Goals for returning children will be reviewed. Teachers share Teaching Strategies GOLD Objectives for Development and Learning and CFDP School Readiness Goals with parents when working together to develop individual goals for the child. Initial goals are recorded on Form 2-7 and both parents and teachers keep a copy to use for planning and individualizing. Initial goals are updated during the parent conference after the first checkpoint period. Progress on initial goals is noted on Form 2-7. Thereafter, follow-up and new goals created with the parent are recorded on the TSG document being used when sharing progress with families after each checkpoint period.

Teachers will individualize a minimum of two times a month for each child using Teaching Strategies® GOLD On-line System for assessment, implementation and evaluation. Develop and use a systematic way to document and monitor that individualization occurs at least two times a month for each child. Incorporate individual child planning goals into lesson plans. Individualize and plan based on assessment that meets the needs of individuals, small groups and large groups of children in the class. Use the Teaching Strategies GOLD Individual Child Planning Form to plan and document individualizing. Use the child’s initials or first name and print the Individual Child Planning Form in conjunction with the weekly lesson plans.

Examples of goals might be: regulates own emotions and behaviors; demonstrates traveling skills; listens to and understands increasingly complex language; uses language to express thoughts and needs; demonstrates positive approaches to learning; uses classification skills; demonstrates phonological awareness; identifies and names letters; interacts during story book read-alouds and conversations; develop literacy, numeracy, reasoning, problem-solving, and decision-making skills that form a foundation for school readiness.

Individualized Family Service Plan (IFSP) as defined by performance standard 1304.3(13) means a written plan for providing early intervention services to a child eligible under Part C of the Individuals with Disabilities Act (IDEA) (See 34 CFR 303.340-303.346 for regulations concerning the IFSP.) When appropriate, include IFSP goals into lesson plans.
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INCLUDING ALL CHILDREN

CFDP’s supports the differences of all children including: gender; temperament, learning styles, interests, life experience, and the family culture (Teaching Strategies). CFDP’s plans for typically developing children and children who may need special accommodations to support unique needs:

Children with Disabilities and Developmental Delays: NWRESD and Head Start collaborate on providing services for children, regardless of whether the placement decision is in Head Start, an ECSE setting, or dual placement. In any of these scenarios, Head Start obtains a copy of the child’s IFSP goals and implements them appropriately in the classroom. Each agency has complimentary responsibilities which are outlined in the NWRESD/Child and Family Development Programs Interagency Agreement, and responsibilities for services of children with disabilities are outlined in CFDP’s Integrated Work Plan.

Head Start teachers or center managers attend all IFSP meetings and support the special needs of children with disabilities and their parents when children transition into Head Start, during participation in Head Start, and when transitioning from Head Start into the next placement. Modifications are made in facilities, furnishings, transportation, equipment, increased staff, family services and activities to include children with special needs in the full range of activities and services (e.g., large group, small group and any individual special help).

Dual Language Learners:

- The Office of Head Start Definition: Children who are Dual Language Learners acquire two or more languages simultaneously, and learn a second language while continuing to develop their first language. The term “dual language learners” encompasses other terms frequently used, such as Limited English Proficient (LEP), bilingual, English language learners (ELL), English learners, and children who speak a Language Other Than English (LOTE). Reference ECLKC/NCCLR.

- TS GOLD: Use the “Home Language Survey” to determine, with parent/family member input, the primary language(s) of the children. The Home Language Survey helps determine if the child will be assessed using TSG objectives 37 and 38. The language objectives (8-10) and literacy objectives (15-19) are measured from an English-language perspective. If able, use the objectives in Spanish to indicate the progression of Spanish language objectives (8-10) and literacy objectives (15-19) development. Family members can be a resource. For all objectives other than those for language and literacy, assess children’s skills by documenting their knowledge and skills when they respond in their preferred language(s). For objectives that are language dependent, assess the child’s skills and behavior using the preferred language. Language-free objectives do not require children to comprehend or produce English to demonstrate what they know or can do. Reference “Assessing English- and Dual-Language Learners” – TSG – Help Menu.

- Dual Language Classroom means instruction is provided in two languages. Currently, CFDP offers bilingual support in classroom settings, not bilingual instruction.

Advanced Learners: Advanced children need to be challenged to prevent boredom and frustration which may be linked to children exhibiting challenging behavior. The Creative Curriculum resources provide modifications to their activities to meet the needs of all learners. Keep in mind that children may exhibit advanced skills in any area and they may be advanced in one area but not all areas of development.

OUTCOMES

Outcomes - The information on each child's progress towards achieving goals is referred to as a “child outcome” (Children and Families/Wolverton, 2000)... The information addresses all aspects of development and learning, including physical, emotional, social, cognitive, and language, in order to provide an overall...
picture of the child from program entry to the culmination of the child’s Head Start experience (The Head Start Path to Positive Child Outcomes).

- The Head Start Child Development and Early Learning Framework outlines the essential areas of development that are to be used by Head Start programs to establish school readiness goals for their children, monitor children’s progress, align curricula, and conduct program planning. Head Start Children are expected to progress in all the areas of child development and early learning outlined by the Framework. The Head Start Act of 2007 requires programs to align program goals and school readiness goals for children to the Framework. There are 11 Domains: Physical Development & Health; Social & Emotional Development; Approaches to Learning; Literacy Knowledge & Skills; Mathematics Knowledge & Skills; Science Knowledge & Skills; Creative Arts Expression; Logic & Reasoning; Social Studies Knowledge & Skills; and English Language Development.


Note: The State of Oregon has developed the Oregon Early Childhood Foundations (Birth through Five) as part of the national education reform effort. Information from several documents, including the “Head Start Outcomes Frameworks,” was used to create the Oregon Early Childhood Foundations document.

REPORTS

TS GOLD Reports (on-line): Reports are analyzed three times a year after each TSG checkpoint period. Data is analyzed and shared at multiple levels. School readiness data from the reports are shared with: parents for the individual child, parent groups at each center, teaching teams, leadership team, Policy Council, the CAT Board, and the Head Start Regional Office. Child progress and growth data is used for planning school readiness goals. The following reports are used to measure and report child outcomes toward school readiness. Cross Reference Procedure 2-15.

- **Widely Held Expectations (WHE):** Create a report (using finalized checkpoint data) about the knowledge, skills and behaviors of an individual child, class, or other group. Compare data about the child/ren with widely held developmental expectations for children of the same age. The WHE report groups children into three categories:
  - Below – the rating assigned to the child is lower than the range of the appropriate colored band.
  - Meets – the rating is within the range of the appropriate color band.
  - Exceeds – the rating is higher than the range of the appropriate colored band.

- **Performance and Growth:** Enables users to organize outcome data in a variety of ways at the program, site, school, class, or individual child level. Together these reports provide a big picture of how children are progressing toward meeting development and learning objectives. Allows users to identify specific children or groups of children who need additional support to meet performance goals.
  - **Performance:** Is the child or group meeting end of year expectations? Performance Reports compare children’s skills, knowledge, and behavior to WHE for each age.
  - **Growth:** Is the child or group demonstrating progress toward meeting expectations? Growth Reports show change over time, examines movement between any two checkpoint seasons, and show gains independent of WHE. Puts data into an Excel file.

- **Alignment:** Generate a report that shows how the skills of children in preschool and pre-K are developing in relation to the expectations of state early learning standards and/or the Head Start Child Development and Early Learning Framework. When generating a report to the Oregon Early Childhood
Foundations (birth to five), remember that children in the preschool 3 year are not likely to show skills as “accomplished” yet. When generating a report to the HSCDEL Framework, remember to select the year that is appropriate (preschool 3 or pre-K 4). There is an option to include information about children on an IEP/IFSP. Shows the percentage of children whose knowledge and skills are emerging and the percentage of children who have accomplished the Head Start or state standard. The user can choose to look at individual children or a group of children. It also shows the end-of-year expectation for each objective as well as the average score for a group of children.

- **Snapshot:** Generate a customized report that shows a group’s assessment results at a given time. By colored band and class, you can see the number, percentage, and mean score for the children who are below, meeting, and exceeding expectations. Allows you to see child outcomes data by area, objective, and dimension. You can also report important demographic information.

**TS GOLD Reports (on-line):** In addition to the above reports, the following are useful for teachers for planning for individuals and groups of children.

- **Class Profile:** Generate a report that compares information about children with WHE during a particular checkpoint period. This report also indicates which children are below, meeting, or exceeding WHE at a given checkpoint. Colored sections of the chart show the range of WHE for the age. The additional content areas (science and technology, social studies, and the arts), appear in the report without colored sections. WHE for the additional content areas are not included in TS Gold.

- **Individual Child:** Generate a report (using preliminary, unfinalized and/or finalized data) that shows the levels of one or more children at a given point during one or more checkpoint periods. The report shows a child’s skills in relation to the WHE indicated by the color band for each objective.

- **Development and Learning:** Create a report that highlights a child’s strengths in particular areas of development and learning and that suggests activities to extend learning. This report is designed to be shared with families. If you share this report with a family, they will be able to click links to see the family version of the recommended activities (in English or Spanish).

- **Forms Reports:** Present data by class or child. Form reports generated by class can be posted in the classroom. Children’s names do not appear on class reports. The following forms report options are:
  - Alphabet Knowledge Form Report (English/Spanish)
  - Number Concepts
  - Shapes

**TS GOLD Reports (on-line):** In addition to the above reports, the following are available to administrators.

- **Comparative Report:** Administrators can compare data to WHE ranges and they can compare data to a nationally representative sample of children who have been assessed by TS GOLD.

- **Growth Report and Growth Export (Raw Data):** These two report features are available to administrators in addition to the Progress and Growth Report.

### SCHOOL READINESS COMPONENTS

The most up-to-date information on school readiness for Head Start can be found on the Early Childhood Learning and Knowledge Center (ECLKC). The National Centers for Training and Technical Assistance are another resource available on ECLKC and include:

- The National Center for Quality Teaching and Learning (NCQTL)
- The National Center for Cultural and Linguistic Responsiveness (NCCLR)
- The National Center for Parent, Family and Community Engagement (NCPFCE)
- The National Center on Health (NCH)


The Head Start Child Development and Early Learning Framework (HSCDELF) Revised, replaced the 2010 Child Outcomes Framework. It is the foundation of the Head Start Approach to School Readiness. The HSCDELF can be accessed on the ECLKC and the Oregon Department of Education Websites. Curriculum, assessment and school readiness goals are aligned to the framework. The HSCDELF is used when sharing school readiness with families, schools and community partners. Reference ECLKC/NCQTL. The Framework is interactive and provides strategies for each domain.

Executive Functioning is addressed in the HSCDELF and is a critical component of School Readiness. “Executive function in young children is used to describe cognitive processes that support a child’s ability to regulate attention and behavior and in turn, develop greater social, emotional, and cognitive competence” (HSCDELF). The Creative Curriculum for Preschool refers to and identifies specific Process Skills used to learn and think. Process Skills are related to Executive Functioning.

The Head Start Parent, Family, and Community Engagement (PFCE) Framework is the guide used to promote family engagement in school readiness and includes the child outcome, “Children are ready for school and sustain development and learning gains through third grade.” In order to get to the child outcome there are seven Family Engagement Outcomes for the program to consider. Reference IM 11-06.

Relationships are Key with and among children, families and staff. Healthy relationships in quality early childhood setting include: Responsive Interactions, Respect, Routines and Repetition.

Head Start and Early Head Start Relationship-Based Competencies for Staff and Supervisors who Work with Families: Family well-being and school readiness / Reference IM 12-05
  o Positive, goal-oriented relationships
  o Self aware and culturally responsive relationships
  o Family well-being and families as learners
  o Parent-child relationships and families as life-long educators
  o Family connections to peers and community
  o Family access to community resources
  o Coordinated, integrated, and comprehensive services
  o Data driven services and systems for continuous improvement
  o Foundations for professional growth

Four Key Concepts to School Readiness (ECKLC / Early Head Start National Resource Center):
  o Cognitive and social-emotional development is interrelated.
  o Relationships facilitate learning.
  o Curriculum is delivered through relationships.
  o Staff members can best support children by supporting parents.

Teacher Qualifications: Baccalaureate or advanced degree in early childhood education; or baccalaureate or advanced degree and coursework equivalent to a major relating to early childhood education, with experience teaching preschool-age children. See 648a Head Start Act 2007 for additional staff (teaching assistants, education coordinators, curriculum specialists) qualifications

Teacher In-Service Requirement: Attend not less than 15 clock hours of professional development per year. See 648a Head Start Act 2007 / Complete Form 1-101
• Teacher-Child Interaction – Classroom Assessment Scoring System (CLASS): CLASS is an observation instrument developed to assess classroom quality in the domains of: emotional support, classroom organization, and instructional support. There are 10 dimensions within the three domains CLASS is based on the interactions between teachers and students in classrooms and does not evaluate the curriculum or environment. The Office of Head Start has incorporated CLASS into the tri-annual program review. CFDP completes the CLASS observation two-times per year sharing feedback with teachers in order to establish goals for improving teacher-child interaction which research links to school readiness.

• Quality Teaching & Learning: curriculum, assessment, planning & implementation – improving intentionality around what children are learning – engaging families and making data driven decisions – studying a topic in-depth over time – increasing executive functioning and the development of metacognitive skills (the development and understanding of one’s thinking processes). Reference ECLKC / NCQTL.
  
  o Framework for Everyday Practice (The House): Four integral elements of quality teaching and learning to support school readiness:
    - Foundation – Engaging Interactions & Environments
    - First Pillar – Research-based Curricula & Teaching Practices
    - Second Pillar – Ongoing Assessment of Child Progress
    - Roof – Highly Individualized Teaching & Learning

• Child Health & Development (National Center on Health): The child’s health and development as well as the health and well being of the family are linked to school readiness and success. The Head Start approach to school readiness is comprehensive and addresses all areas of health.

• Dual Language Learners (DLL): The continued development of the home language provides an important base for developing skills in the second language. This is a critical school readiness factor for dual language learners. Support first and second language development. Reference ECLKC/NCCLR.

• Children with Disabilities: The term children with disabilities means children with mental retardation, hearing impairments including deafness, speech or language impairments, visual impairments including blindness, serious emotional disturbance, orthopedic impairments, autism, traumatic brain injury, other health impairments or specific learning disabilities; and who, by reason thereof, need special education and related services. The term may include children experiencing developmental delays as defined by the State. Reference PS 1308. CFDP’s works with Early Childhood Special Education (ECSE) and the parent to ensure children with disabilities are ready for school.

• Transition to Kindergarten (T2K), Transition Agreements, and Working with Local Schools: Smooth transitions from pre-kindergarten to kindergarten are a result of connections between schools and families, and between pre-kindergarten and kindergarten teachers and classrooms. Purposeful coordination between the pre-kindergarten and elementary settings can maintain and potentially maximize gains that children achieved in pre-kindergarten (ECLKC/NCQTL). Transition to Kindergarten is a year-round process, not a onetime activity. All CFDP centers have written transition agreements in place with the local school districts. School readiness standards, goals and child outcomes are addressed in each agreement at the local level. Reference NCQTL for effective transition practices, resources, examples and templates. Transition activities include the following connections: child-school; family-school; school-school; and community-school.

• Child Progress and Outcomes (overall and each child – across all domains): Planning, instruction, individualizing, data collection, assessment, evaluation, reports, analysis, goal setting and planning. School readiness is related to data driven decisions. Reference School Readiness Guide

• Reporting data to key stakeholders: Report to the public is posted on the CFDP website.

• Program Goals & Improvement Plans: Community and Self-assessment driven.
  
  o Community Assessment: A compilation of information of State, County, and local level data.

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Developed every three years, with the two succeeding years as a review, to determine whether there have been significant changes in the service area that affects needs of children and families. The Community Assessment helps determine the program philosophy, long-range and short-range goals, types of component services needed, program options, recruitment area, locations of centers, and types of children and families who will be given priority for recruitment and selection.

- Program Self-assessment: In consultation and participation of Policy Council, the Board of Directors, and other community members, the program conducts an in-depth assessment of its effectiveness and progress in meeting the program goals and objectives, and in implementing Federal and State regulations.

- **ECLKC Website**: Visit the Early Childhood Learning and Knowledge Center to learn about the Office of Head Start’s (OHS) approach to school readiness, to view webcasts on school readiness, to read research to support school readiness, and to access professional development webinars to raise quality in Head Start.

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**CFDP SCHOOL READINESS STATUS UPDATE**

**What we did during SY 2011-12**

CFDP developed program-wide school readiness goals that aligned with the Revised HSCDEL Framework and Teaching Strategies GOLD objectives for development and learning. Goals were developed after baseline child assessment data was analyzed in the fall. The baseline results along with past reoccurring outcome data trends guided staff and parents in the development of program-wide goals. Policy Council and Leadership Team were instrumental in the goal development process; they were informed, gave input and approval throughout the process. The goals were shared and posted throughout the program and in the community with our school district and ESD partners. Reports on program-wide child outcomes were given to the Board, Policy Council and Leadership Team three times during the year (fall, winter and spring). Data analysis from the three checkpoint periods informed and guided practice, service delivery and on-going program development of plans and strategies around school readiness. The Leadership Team ensured that school readiness was at the forefront of the work done at the center level with staff, children and parents. The process and our progress were shared at the regional level with our program representative. School readiness was at the forefront of all training and conversations throughout the year.

The primary difference in school readiness this year was having the established program-wide school readiness goals to guide teacher planning and instruction in the classroom and on home visits with parents. In addition, having the program-wide school readiness goals gave parents and staff at all levels a point of measurement when looking at child assessment reports and child progress. This in turn informed teacher practice in a way that made the data they collected on children more meaningful. Not only did report analysis at the child and classroom level inform and give direction to teachers about their planning and teaching, it also provided a new connection and awareness about the importance of the data they collect, that is used to generate the reports, giving teaching staff the intrinsic motivation to improve their data collection methods. Theoretically, this will in turn improve our focus and efforts to maximize school readiness.

**Challenges**

Development of a unified program-wide data analysis and reporting system has been a challenge. Report analysis at each child assessment checkpoint period was a learning experience that created an opportunity to make changes and improve our system for analyzing and reporting child outcome data. Not only has there been a learning curve in the system for analyzing the data, there is a challenge in using technology such as EXCEL to best report data to various audiences in a way that is meaningful and useful in terms of setting goals at multiple levels and being able to clearly communicate to various audiences what our data suggests in terms of children being ready for school and ready to learn.
Another challenge is finding the balance between where we are and where we need to grow as a program in terms of analyzing and using all the data we collect to inform practice. The amount of data collected by the program is enormous making the opportunity for analysis and comparison of child outcomes to other data factors both an opportunity and a challenge in terms of keeping analysis and reports manageable and useful.

Next Steps

Continue training, guidance and technical assistance for all staff around school readiness. School readiness will be a major theme for the 2012 pre-service training valuing and connecting child health, parent and community engagement and education as a holistic approach. Ensure all forms, policies and procedures are updated by the end of August to reflect our current expectations and practice defining our systems for data collection and reporting around school readiness. Teachers and supervisors will be going through Teaching Strategies GOLD (TSG) reliability certification and dedicated time will be provided to TSG users to improve their understanding of the data collection and report analysis. CFDP’s leadership team will use the new Program Preparedness Checklist (version 5) to promote school readiness by examining internal systems for Dual Language Learners. The program will continue emphasis on the Classroom Assessment Scoring System (CLASS) using data results to guide training and technical assistance provided to teachers, especially in the domain of instructional support. CFDP will continue program-wide implementation of Positive Behavior Interventions & Support (PBIS) which has building relationships and creating supportive environments as the foundation.

Specifically for 2012-13, a school readiness plan will be written (page 2) and shared with parents and staff at the beginning of the school year. Action plan strategies will be infused in our Integrated Work Plan and our School Readiness Curriculum Guide. CFDP will expand the data analysis plan to include subgroups of children and analyze and report data against several variables of measurement. CFDP will improve our methods for reporting child outcome data for multiple audiences through the use of EXCEL. CFDP will develop and implement a systematic way to report data in a way that can be measured and compared over the course of multiple years. Direct service teams will strengthen parent engagement strategies to align with school readiness goals. CFDP will re-emphasize the connection between health and wellness with being ready to learn. The program will strengthen school readiness conversations and transition plans with the local school districts. CFDP will look at and revise the program-wide goals based on progress and growth from the previous school year and compare those goals to baseline data again in the fall. All staff members will continue to promote the parent of the child as the first and primary teacher.

2012-13 School Readiness Planning Focus

The data from spring 2012 child outcomes and school readiness reports suggest, intentional and meaningful planning for the following to improve school readiness for children in our program.

- SRG: Children will demonstrate the ability to use language to engage in communication, conversations and storytelling – TSG objectives 9d and 10a.
- SRG: Children will demonstrate awareness that language can be broken into words, syllables, and smaller pieces of sound – TSG objective 15a.
- SRG: Children will demonstrate alphabet knowledge by understanding the names and sounds associated with letters – TSG objective 16b.
- SRG: English Language Learners will demonstrate an increase in their ability to speak or use English while maintaining their home language – TSG objective 38
- SRG: Child will understand that numbers represent quantities using one-to-one counting to determine quantity – TSG objectives 20a, b, and c.
- SRG: Children transitioning to kindergarten will understand shapes, their properties, and how objects are related to one another – TSG objectives 21a and b.