

CHILD & FAMILY DEVELOPMENT PROGRAM'S SCHOOL READINESS CURRICULUM GUIDE FOR HEAD START

INTRODUCTION

The School Readiness Curriculum Guide for Head Start serves as Child and Family Development Programs (CFDP) plan for Early Childhood Development, Teaching, and Learning (NCECDTL). 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. Reference and complete Form 101-1 for annual professional development requirements. 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 ([ECKLC/NCQTL/NCECDTL](#)).

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. (ECKLC/[PFCE](#))

School Readiness Goals for Families & Program Goals that Support School Readiness and Family Engagement: Broad goals are embedded within the five-year goals. Specific objectives are developed using information from the Community Assessment, Self-Assessment and Child Outcome Reports. Data trends are analyzed and five-year goals, objectives and action strategies are modified in conjunction with Leadership Team, Policy Council and the Board of Directors. Program goals are posted and included with the Agency's Strategic Plan.

School Readiness Goals for Children: Goals align with the Head Start Early Learning Outcomes Framework ([HSELOF](#)). 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 school readiness 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. Families are invited and encouraged to participate in the TSG process. TSG Objectives for Development and Learning are aligned with the HSELOF. 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 responsibilities with Area Supervisors who support Center Managers. Refer to Guidance 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 Admin Team 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 may be 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 provide input into curriculum development of Child and Family Development Programs – Head Start, using child outcome data and 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.

CURRICULUM OVERVIEW

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 is 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.

Positive Behavior Interventions & Support (PBIS) is implemented program-wide. Reference Procedure 2-36. Our program has adopted three basic rules: (1) be safe (2) be respectful (*or be a friend*) and (3) be responsible (*or be a worker*). 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 intervention, which includes the direct instruction of social-emotional skills to small groups of children who do not respond to the universal supports mentioned in Tier 1.
- ❖ Tertiary Level (*Tier 3 on the Pyramid*): Functional Behavior Assessment (FBA) with intensive individualized interventions for children who engage in high intensity and/or chronic challenging behaviors.

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, field trips, fire drills and earthquake/flood preparedness (reference Form 2-1a). Incorporate the local culture and that of your children's families into the classroom environment (reference Form 2-4). Culturally appropriate activities include cooking, songs, stories, games, learning centers and dramatic play, etc.

The requirements page lists all activities that must be implemented into lesson plans 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.

Home Visits and Parent Teacher Conferences: The Teacher is responsible for completing two educational home visits per year and two parent teacher conferences per year with the family. In addition three social service home visits are completed each year with the family. Social service visits may be completed by the teacher, assistant teacher, center manager, family advocate or family worker. Staff 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 school readiness. 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. See: Home Visit Policy 2-14

REQUIREMENTS FOR PLANNING & TEACHING

Required within the **1st 30-days** ~ Implement and document all five safety lesson requirements on lesson plans.

- Pedestrian and Bus Safety Education ~ See Policy 1-47 and/or PS 1310.21
 - Children will receive safety lessons (*specific to school bus safety*) 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.

- TSG Home Language Survey

Required **DAILY** ~ Include the following daily throughout the school year

Plan and implement high quality language and early literacy services in ALL classrooms and for ALL children following the Head Start Planned Language Approach (PLA). Plan and implement the **“Big 5”** daily for ALL children.

1. Alphabet Knowledge and Early Writing
2. Background Knowledge
3. Book Knowledge and Print Concepts
4. Oral Language and Vocabulary
5. Phonological Awareness

Plan and implement high quality early mathematics experiences in the classroom daily in all classrooms for all children. Plan and implement all five components of mathematics weekly.

1. Number and Operations (*number concepts, quantities and relationships*)
2. Geometry and Spatial Sense
3. Measurement (*and comparisons*)
4. Patterns (Algebra)
5. Data Analysis

Required **WEEKLY**

The minimum IS GOLD on-line requirement for teaches is 5-hous per week. The minimum requirement for assistant teachers is 2.5 hours per week. However, access and input into the TSG system daily is preferred.

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

Note: CCD Childcare Administrative [Rules](#) state, "Fire drills shall be practiced monthly. In addition, one other aspect of the emergency plan shall be practiced every other month."

- Field Trips

Note: Plan around topic of study, interest of child, family connection, community engagement, etc. Teachers are encouraged to plan multiple field trips to the same location when progressing through the stages of a study. Teachers are not limited to one field trip per month. Reference [Procedure 2-10](#) and complete [Form 2-5](#).

Required **YEARLY** ~ Include the following sometime throughout the year

Classroom Requirements:

- Home-Base: These classroom 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 (*words and visuals*) and Playground Safety*
- Daily Schedule (*words and visuals, clearly posted*)
- Classroom Rule Matrix (*clearly posted*)
- Family of the Week (*all families given opportunity to participate*)
- Fire Safety* & Prevention (*use the Start Safe curriculum and include an evacuation plan*)
- Gun Safety* (*use the Eddie Eagle curriculum*)
- Head Lice education (*at the beginning of each program year and as needed*) [Policy 3-18, 3-18a and 3-19](#)
- Kindergarten [Transition](#) Preparation (*including kindergarten roundup or registration*)
- Mealtime Rules
- Personal Safety* (*use the Second Step Child Protection Unit*)
- Poison Prevention* (*including Mr. Yuk*)
- Seatbelt Safety*
- Street Crossing Safety*
- Studies/Projects (*number & duration based on the interest of the children*)
- Vocabulary/Novel Words (*strive for 8-10 new words/per week and share list and key concepts with parents*)
- Water Safety*

* Resources: [Explore](#) the Safe Kids WorldWide™ [website](#) and the ECLKC [health](#) website.

Home and Family Engagement Requirements: Teachers ensure the following are shared with families during educational home visits, social service home visits, parent teacher conferences, or if appropriate in a group setting during parent orientation or family fun events.

- *[Fire Safety](#) & Prevention (*including fire evacuation plan*)
- *Fluoride – Reference: [Policy 3-37](#)
- Kindergarten [Transition](#) Preparation (*year-long activities including kindergarten roundup or registration*)
- *Nutrition (USDA [myPlate.gov](#)) (USDA [Food & Nutrition Center](#))

- *[Poison](#) Prevention (including Mr. Yuk and poisonous plants)
- Response to Appropriate and Challenging Behavior (document for parents) Resources: [TACSEI](#) & [CSEFEL](#)
- *[Seatbelt](#) Safety
- *Pedestrian and [Street Crossing](#) Safety
- *Swimming and [Water](#) Safety

* Information may be share by any direct service team member that has a relationship with the family.

LESSON PLAN GUIDANCE

Lesson plans are created on-line within Teaching Strategies GOLD (TSG). The TSG [Basic Course](#) is completed before users are connected to a classroom and able to plan within the TSG system.

Primary Requirements

Complete the CFDP [Monthly Planning Form 2-1\(a\)](#) prior to the upcoming month. Ensure the required planned activities are noted on the TSG Weekly Planning Forms over the course of each month. Highlight all Head Start requirements as implemented. Form may be uploaded into TSG (using a Saturday or Sunday date).

Formal planning is completed weekly, prior to the upcoming week, and submitted to supervisor for feedback and/or approval. The teaching team is encouraged to participate in informal daily planning to review, reflect and adjust plans.

- First complete the TSG [Individual Child Planning Form](#).
- Second add the recommended activities for individualizing on the [Weekly Planning Form](#). Individualize a minimum of two times a month for each child.
- Identify a [topic of study](#) that is of interest to the children and allows for in-depth investigations by the children over time and through multiple teaching strategies or methods. Refer to the [Teacher's Guide](#) for the Study Starters. Incorporate into the [Weekly Planning Form](#).
- Record Interest Area [changes and enhancements](#) based on the topic of study, individual child goals, and interests of the child.
 - Do not list out all materials in the interest area on the lesson plans. Instead, refer to the Creative Curriculum manual and CCIC to ensure interest areas include the recommended materials.

Secondary Requirements

- Use [group time](#), especially [small group time](#), primarily for individualizing.
 - *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. It is best practice to plan the small group for three-to-five children when working on individual goals.*
 - *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 [reading aloud to children](#) in large or small groups.
 - *In addition, read books to individuals as well as large and small groups of children at least twice every day. Refer to the National Head Start S.T.E.P. Teacher's Manual (2002).*
- Ensure [intentional planning in mathematics development](#) is included in the lesson plans daily.
 - *Refer to Mathematics the Creative Curriculum Approach and [High Five Mathematize](#).*
- Ensure [intentional planning in language, communication, and literacy](#) is included in the lesson plans daily.
 - *Refer to the Literacy the Creative Curriculum Approach and the Planned Language Approach ([PLA-The Big-5](#)).*
- Ensure [intentional planning in perceptual, motor, and physical development](#) occurs daily.
 - *Refer to I Am Moving, I Am Learning ([IMIL](#)) resource materials.*

- Ensure all developmental and content areas are included in the plans weekly.
- Cross reference TSG Objectives for Development and Learning and [HSELOF](#).
- Ensure lesson plans address program-wide school readiness goals weekly.
 - Use class and individual child outcome data to *plan and address the most relevant school readiness goals*.
- Provide enough detail so that plans can be followed by a substitute teacher.

Additional Requirements & Considerations

- Use the Special Activities section of the Weekly Planning Form for additional activities that extend or celebrate learning.
 - *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.*
- Record intentional teaching activities that are planned each day to support learning and school readiness when planning for groups.
- Do not reflect the list of reoccurring daily routines and rituals on the Weekly Planning Form – instead reflect that list of details on a daily schedule page.
- Record and reflect family and community engagement in the lesson plans.
- Record the observation plan for assessment and data collection on the lesson plans.
 - *Take advantage of the TSG Assessment Opportunity cards, the TSG On-the-Spot observation tool, and TSG Forms.*
- Identify who is responsible to lead and implement the plan/s.
- Plan transitions (time and activity). Use transitions as a learning opportunity. Reference: The Creative Curriculum Mighty Minutes and the Second Step Brain Builder Activities.
- 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.
- Balance learning through play with direct instruction.
 - Remember young children learn best through play and concrete experiences. 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 and by recording reflections at the end of the week.
- Submit weekly lesson plans for the upcoming week to your Center Manager.
- 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

- A topic of study will vary according to the parent and child interests. Whenever possible, include a topic of study into socialization activities (you may have several and might find a way to tie them all together).
- Complete CDFP Form 2-1 (a) to reflect the Head Start required activities and note which activities will be provided during socialization sessions or during home visits.
- Complete a TSG Weekly Planning Form for socialization activities. The planning intent is about bringing the parent and child together with planned activities for the parent and child to do together.
- Individualizing is reflected on Form 2-6 and Form 2-7. TS GOLD and Form 2-1 (b) 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 (32/year, 1/week) and socialization activities (16/year, 2/month). 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 Early Learning Outcomes Framework (HSELOF) 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.

TEACHER GUIDANCE FOR PARENT ENGAGEMENT

The Teacher is responsible for completing two educational home visits (HV) per year and two parent-teacher conferences (PTC) per year with each family. Some of the guidance specific to the home-base model can be adopted when engaging with parents on a HV or during a PTC.

- Encourage parents in the role as the most important educator of the child.
 - Determine the learning goals parents have for the child.
 - Work together with the parent to align the goals with TS GOLD's Objectives for Development and Learning.
- In partnership with parents, plan the HV and PTC to meet the child's individual school readiness goals.
- On HV's, use the home of the family as the primary learning environment.

- Support parent and child activities by using materials and resources in the home environment when planning and carrying out the home visit strategies.
- Encourage, support and allow parents to plan and facilitate the home visit in a way that mimics what they might typically do with their child in the home environment.
- Avoid bringing materials into the home that parents will not have access to after the home visit (i.e. classroom games, materials and resources).
- Do bring resources the parent may request in order to facilitate a learning activity if the item/s can be left in the home for the family to continue to use for learning after the home visit ends.
- Foster and scaffold parent knowledge of child development and early learning by sharing child development research, practice and resources.
 - Include language, literacy, mathematics and physical development activities during home visits.
 - Help parents see the home-school connection.
 - Encourage family engagement in center, program and community activities.
 - Update progress on family goals and address social service requests.
 - Connect health and physical development to school readiness.
 - Exchange child progress toward meeting learning goals in the home and school environments.
- Record "what happens" on HV Form 2-6 or the TSG family conference form.
 - Include documentation that will be meaningful to the parent as they continue to support the child in-between home visits.
 - Note the progress the child makes on the goal and record how the parent and child worked together on the goal.
 - Address health and social services when appropriate.
 - Be objective; plan the next HV or PTC with the parent.
- Share the TS GOLD Family Conference Form and the Child Development and Learning Report with parents three times per year after each checkpoint period. This may be done as part of a HV or PTC. However, the teacher may need to schedule a separate time to meet with the parent before class or after class in order to share the Family Conference Form with the family in a timely manner.

CURRICULUM

Required curriculum is listed below. Curriculum is adopted at a program-wide level. It is a program goal to implement adopted curriculum program-wide with fidelity.

The Creative Curriculum® for Preschool, 5th Edition (Five-Volume Set)

- Volume 1: The Foundation
- Volume 2: Interest Areas
- Volume 3: Literacy
- Volume 4: Mathematics
- Volume 5: Objectives for Development & Learning
- **Mighty Minutes** (*a good resource when planning for transitions*)

Literacy – The Creative Curriculum® Approach (Teaching Strategies/Cate Heroman/Candy Jones – 2004)

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

The Creative Curriculum® Study Starters (1-6) Volume 1 (Teaching Strategies/Cate Heroman/Charlotte Stetson/Candy Jones – 2005) – *Project-based investigations using the topics: boxes, rocks, ants, clothes, flowers, and buildings.*

The Creative Curriculum® Study Starters (7-12) Volume 2 (Teaching Strategies/Charlotte Stetson – 2006)

Project-based investigations using the topics: chairs, wheels, water pipes, trash & garbage, shadows, and exercise.

Mathematics – The Creative Curriculum® Approach (Teaching Strategies/Juanita V. Copley/Candy Jones/Judith Dighe; Foreword by: Diane Trister Dodge; Contributing Authors: Toni S. Bickart/Cate Heroman – 2007)

[High Five Mathematize](#) – National Head Start Family Literacy Center – 2010

SS – Second Step Early Learning Kit* – Social/Emotional – **Committee for Children**

SS-CPU – Second Step Child Protection Unit* – Personal Safety – **Committee for Children**

[PBIS](#) – Positive Behavioral Intervention Supports – Social/Emotional

IMIL – I Am Moving I Am Learning – Physical/Nutrition – A Proactive Approach for Addressing Childhood Obesity

Nutrition – Visit [Team Nutrition](#) for current information and nutrition resources.

[Colgate](#) Bright Smiles, Bright Futures – Dental Program – [Teachers](#) – [Parents](#)

Picturing America – a program for the National Endowment for the Humanities

The [Head Start for Picturing America Resource Guide](#) is on the [ECLKC](#) website.

NOTE: If teachers have additional resources or there are other curriculum resources available at the center, they are considered supplemental and not intended to replace the required curriculum listed above. Submit Form 2-13 when making a curriculum recommendation or when requesting to use an alternate curriculum.

**Review the scope and sequence of [The Second Step Early Learning Kit](#) and [Second Step Child Protection Unit](#). Note the number of weeks it takes to implement the curriculum with fidelity from start to finish and plan accordingly with the number of weeks in the program calendar year.*

SUGGESTED TOPICS FOR STUDIES/PROJECTS

The Creative Curriculum® Study Starters are listed in bold.

- ~ 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. 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. Make sure topics are respectful of the families, community, and culture of your group of children. (Teaching Strategies Inc.)

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 STAFF

- | | |
|---|--|
| <ul style="list-style-type: none"> ○ Binding Machine ○ Boardmaker Icons (Form 8-2) ○ Books (<i>for Professional Development</i>) | <ul style="list-style-type: none"> ○ Die Cut Machine (Form 8-1) ○ Laminating Machine ○ Training Videos/CD's/Cassettes |
|---|--|

NOTE: Submit requests two-to-three weeks in advance to allow for turnaround time.

OBSERVATION AND ASSESSMENT

Performance Standard [1304.21\(c\)\(2\)](#) – education and early childhood development states, 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 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. See assessment definition – [Performance Standard 1304.3\(a\)\(1\)\(i\)\(ii\)](#).

CDFP Assessment Tools for Children to Support Learning and Identify Special Needs

- [Teaching Strategies GOLD](#) (TSG) is the primary tool for collecting and analyzing child data to measure school readiness outcomes and for planning accordingly.
 - The TSG [Basic Course](#) and [Inter-rater Reliability](#) are completed before users are granted access to enter assessment data and make assessment decisions about a group of children.
 - Additional user training and support is found within the TSG system by accessing the [HELP menu](#) and sidebar resources.
- Information from the assessment tool guides teaching practice in setting up the classroom environment, establishing goals, implementing activities and strategies to meet individual goals for groups and for individual children.
- TSG is organized into 38 Objectives for Development & Learning.
- TSG 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.
- TSG is aligned with the Head Start Early Learning Outcomes Framework ([HSELOF](#)).
- Oregon has adopted the Head Start Early Learning Outcomes Framework as learning standards for children ages 3-5
- TSG was adopted by [Oregon](#) as the state's formative assessment to be used by Oregon Head Start Prekindergarten.

- Assessment information is used when working with families to exchange information on their child's developmental progress while promoting the family as the child's primary teacher.
- Prior assessment information gathered from the previous year will be used when 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)."

CFDP Assessment Tool for Program Evaluation, Monitoring and Accountability

- 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.

Observation – Observe children as they play and work in individual or group activities. Develop a plan for collecting observation data to ensure enough data is captured to make appropriate assessment decisions during each TSG checkpoint period. A plan will eliminate unnecessary data collection, over documentation and/or under documentation. A careful and specific plan for data collection allows teachers to obtain necessary data and leave ample time to fully engage in teaching and learning with children. Some TSG Objectives for Development and Learning can be assessed with only one observation data source during each checkpoint period (*such as the objectives measured by the TSG On-the Spot recording tool*). However, this is not true for all TSG Objectives for Development and Learning. Other TSG objectives will require two or more observation data sources during each checkpoint period to make an accurate assessment decision (*such as but not limited to the objectives in the area of social emotional development*). Only during the first checkpoint period when trying to capture baseline data – *the knowledge children bring with them to school before they are influenced by teaching and learning in the classroom* – one observation data source will be acceptable for all TSG Objectives for Development and Learning. During the second and third TSG checkpoint periods, teachers must collect enough observational data to make an accurate checkpoint decision for each child. Setting a specific number requirement for the amount of data to be collected could result in over documentation for an individual observer, child or objective while at the same time the specified number requirement might result in lack of sufficient documentation for an individual observer, child or objective. It is more appropriate that individual recommendations are made if necessary based on monitoring.

Refer to: **The Art of Awareness** by Deb Curtis and Margie Carter for guidance, strategies, and exercises that improve and support observation skill development.

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.

DATA COLLECTION RESOURCES

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

- **TS GOLD On-line Resources**
 - Assessment Opportunity Cards
 - TS GOLD On-the-Spot Observation Recording Tools
 - TS GOLD Forms

Portfolio Collections – Create a system for collecting children's work and upload documentation into TS GOLD.

- **Writing samples**
- **Art/drawing samples**
- **Language samples** (written records/audio recordings)
- **Photographs**

For all portfolio collections, write an observational note to support the sample. Portfolio information can be uploaded into TSG, 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 TSG portfolio online when teachers send families an invitation and give them access to information.

Checklists that may be used for data collection and planning purposes in addition to the TSG on-line tools:

- **National Head Start S.T.E.P. Teacher's Manual (C.I.R.C.L.E.®, 2002)**
 - Emergent and Early Writing Checklist – page 107
 - Book and Print Awareness Checklist (appropriate for four year olds) – page 147
- **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.
 1. Number and Operations Observation Form
 2. 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 parents to establish age appropriate goals that take into account the individual strengths and needs of the child's developmental level. Refer to [Performance Standard 1304.21](#), Education and early childhood development.

Teachers meet with parents within the first 30-days of school to develop initial goals for new children or review goals for returning children. Teachers share the Head Start Early Learning Outcomes Framework (HSELOF), TSG Objectives for Development & Learning and program-wide 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 when sharing the TSG Family Conference Form and Development & Learning Report following 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 Family Conference Form after each checkpoint period. Refer to TSG [Procedure 2-37](#).

Teachers will individualize a minimum of two times a month for each child. 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. Individual child goals can be addressed intensively one-on-one or with a small group of three-to-five children. Individualize and plan based on assessment that meets the needs of individuals, small groups and large groups of children in the class. TSG objective or level language may be used when writing individual goals for children. Use the Teaching Strategies GOLD Individual Child Planning Form to plan and document individualizing for each child. Print the Individual Child Planning Form in conjunction with the weekly lesson plans.

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.**

INCLUDING ALL CHILDREN

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

Section 504 of the Rehabilitation Act and the Americans with Disability Act prohibits discrimination by programs receiving federal funds and applies to children with either a disability or suspected disability who are kindergarten age and older; and disability refers to a “physical or mental impairment which substantially limits one or more major life activities.” Typically, children served under Section 504 have less severe or disabilities that do not fit within the eligibility categories of IDEA and may include physical impairments; illnesses or injuries; communicable diseases; chronic conditions like asthma, allergies and diabetes; and learning problems. The 504 plan spells out modifications and accommodations to help meet the child’s needs and may include blood sugar monitoring, a peanut-free lunch environment, home instruction, wheel chair ramp, and more. A transition planning meeting with the special education staff of the receiving kindergarten should be arranged to discuss a possible 504 plan when it is felt the child may need modifications and accommodations and is not on an IFSP.

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](#).
- Planned Language Approach (PLA): NCCLR (The National Center on Cultural and Linguistic Responsiveness) is encouraging programs to adopt a Planned Language Approach (PLA), meaning a systematic, program-wide (*not an individual, classroom-level*) decision making approach to language and literacy development for children whose first language is not English and those for whom English is their first language. PLA recommends practice based on current research to address the importance of home language, classroom language models based on the languages of teachers and children, strategies to support DLL’s and instruction in the “Big 5” every day all day for all children.
 - Dual Language Classroom means instruction is provided in two languages.
 - Currently, CFDP offers home language support in classroom settings, not bilingual instruction. The PLA Classroom Language Model for all CFDP’s classrooms is: English with Home Language Support. See [Classroom Language Models: A Leader’s Implementation Manual – English with Home Language Support](#), pages 7-9.
 - Refer to: [Multicultural Principles for Head Start Programs Serving Children Ages Birth to Five](#).
- 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 using the objectives in Spanish to indicate the progression of Spanish language objectives (8-10) and Spanish literacy objectives (15-19), it is important

to speak the home language or partner with someone who does. Family members and bilingual staff 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). Many objectives are language free and do not require the child to comprehend or produce language in order to assess what they know or can do. Reference: "Assessing English- and Dual-Language Learners" – TSG – Help Menu.

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.

CHILD 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 2015 Head Start Early Learning Outcomes Framework (HSELOF) 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 HSELOF. The Head Start Act of 2007 requires programs to align program goals and school readiness goals for children to the Framework. The 2015 HSELOF (Birth to Five) addresses the following five central domains:
 - Approaches to Learning
 - Social and Emotional Development
 - Language and Literacy
 - Cognition
 - Perceptual, Motor, and Physical Development
- Executive Function is addressed specifically in the Approaches to Learning domain of the HSELOF. However, a number of domain elements are associated with executive function – *skills for life and learning*. The [Harvard Center for the Developing Child](#) offers the following executive function definitions:
 - **Inhibitory Control:** filter thoughts and impulses to resist temptations and distractions
 - **Working Memory:** hold and manipulate information in our heads over short periods of time
 - **Mental or Cognitive Flexibility:** adjust to changed demands, priorities, or perspectives

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.

TS GOLD REPORTS

TS GOLD Reports (on-line): Child outcome reports are analyzed three times a year after each TSG checkpoint period. Some reports are used weekly by teachers when planning and supervisors when monitoring. 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 (when requested).

The following TSG reports are available at the teacher level.

- Documentation tab: **Documentation by Objective** – planning tool / teachers run on a weekly basis
- Checkpoint tab: **Assessment Status Report** – use to determine checkpoint finalization status
- Report tab:
 - **Class Profile** – useful tool for individualized planning / teachers run on a weekly basis
 - **Individual Child** – run, print and file at the end of school year or when child drops the program showing all checkpoint seasons / good report for teachers
 - **Development and Learning** – useful to identify individualized activities and can be shared with families / use with Family Conference Form / use as a report card
 - **Snapshot** – primary report for analyzing school readiness outcomes / many possibilities
 - **Forms** – specific data for class or child regarding: Alphabet Knowledge; Number Concepts; or Shapes

The Snapshot report is the primary report used to measure and report child outcomes toward school readiness at each checkpoint period. [Cross Reference Procedure 2-15.](#)

More information on each report can be found on the TSG on-line system in the help menu and on the right side bar of each report page under “support” and “resources.”

In addition to the above reports, the following are available to administrators. Administrators run reports from the administrator level.

- **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. This is a good report to share with school districts, Policy Council and the Board.
- **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 RESOURCES

The most up-to-date information on school readiness for Head Start can be found on the Early Childhood Learning and Knowledge Center ([ECLKC](#)).

Do [explore](#) the Office of Head Start (OHS) T/TA [Resources](#) T/TA [System](#) on [ECLKC](#)!

[Interactive](#) Head Start Early Learning Outcomes Framework: Ages Birth to Five (2015)

Other Websites and School Readiness Resources

- The Head Start Act (as amended December 12, 2007) was reauthorized by the [Improving Head Start for School Readiness Act](#) of 2007. Reference [PI 11-04](#).
- The Oregon Department of Education ([ODE](#))
 - [Early Childhood Education](#)/Early Learning
 - [Early Childhood & Kindergarten](#)
 - Early Childhood [Instructional Support Toolkit](#)
 - [Learning Standards for Pre-K](#) and Kindergarten
 - [CCSS Toolkit](#) for Early Childhood Educators
 - [Early Learning System](#) /Early Learning Division
- Health Systems in Oregon: Coordinated Care Organizations ([CCO's](#)) / [Columbia Pacific CCO](#)

- Local and Tri-County Initiatives: P-3 Alignment/Clatsop Kinder Ready ([CKR](#)), Early Childhood Groups, [Northwest Regional Early Learning Hub](#), [Way to Wellville](#) and [Northwest Parenting Hub](#)
- 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 (the 4 R's): 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](#)
- Four Key Concepts to School Readiness (ECKLC / Early Head Start National Resource Center):
 - Cognitive and social-emotional development is interrelated.
 - Relationships facilitate learning.
 - Curriculum is delivered through relationships.
 - Staff members can best support children by supporting parents.
- Office of Head Start 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. The Office of Head Start has incorporated [CLASS](#) into the federal monitoring system. 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.
- Early Childhood Development, Teaching and 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 / [NCECDIL](#).
- [Practice-Based Coaching](#) (PBC) is a cyclical process (*professional development strategy*) for supporting teachers' use of effective teaching practices that lead to positive outcomes for children. The coaching-cycle components are (1) planning goals and actions steps, (2) engaging in focused observation, and (3) reflecting on and sharing feedback about teaching practices. CFDP's uses PBC as a teacher professional development strategy directly linked to child outcomes and teacher outcome on CLASS.
- Children with Disabilities: 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: Transition to Kindergarten is a year-round process. All CFDP centers have written transition agreements in place with the local school districts. 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.

- Reporting data to key stakeholders: Report to the public is posted on the [CFDP](#) website.
- Program Goals & Improvement Plans: Community and Self-assessment driven.
 - Community Assessment: A compilation of information of State, County, and local level data. 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.
- NCQTL's Beginning Teacher Series (BTS): A computer-based learning tool designed for those new to Head Start! Units range from Setting up the Classroom to Families and Home Visits, from Instructional Interactions to Ongoing Assessment, and more. This is an orientation expectation for new teachers and assistant teachers. Request DVD from Center Manager, Area Supervisor or Education Director and save to desktop. Best practice if completed before the TSG Basic Course and IRR. If this is not possible, develop a plan with supervisor to complete within three to six months of hire.

CFDP SCHOOL READINES PLANNING FOCUS

CFDP has adopted eight school readiness goals for teaching and learning. School Readiness goals are posted on the CFDP website as a separate document to print and post. Three of the goals are tagged as “power” goals. Power goals were identified as a primary focus for all CFDP's teachers to consider based on child outcome entry and exit data trends over several years.

The three power goals are:

1. **Phonological Awareness:** Children will notice and discriminate rhyme and demonstrate awareness that language can be broken into words, syllables, and smaller pieces of sound.
2. **Alphabet Knowledge:** Children will demonstrate alphabet knowledge by understanding the names and sounds associated with letters.
3. **Counting and Cardinality:** Children will understand that numbers represent quantities, use one-to-one counting to determine quantity, demonstrate the ability to quantify and connect numerals with their quantities.

Based on end-of-year TSG data analysis trends there are seven objective dimensions for all CFDP's teachers to consider when planning for teaching and learning. They are:

1. Language – Tells about another time or place – 9d
2. Literacy – Notices and discriminates rhyme – 15a
3. Literacy – Identifies and names letters – 16a
4. Literacy – Uses letter-sound knowledge – 16b
5. Mathematics – Counts – 20a
6. Mathematics – Quantifies – 20b
7. Mathematics – Connects numerals with their quantities – 20c

1. Lesson Plans

- a. Start with the individualizing planning form first
- b. Save custom activities so you can use them later
- c. Use previous week lesson plan as a skeleton

2. Data Collection

- a. Use TSG search and recommended activities
- b. Use TSG Forms & companion reports
- c. Use TSG App
- d. Design data collection forms that work for you, what you have planned and what you need to collect
- e. Use your Documentation by Objective Dimension in the Documentation tab
- f. Use your on-the-spot form

3. Reports & Report Analysis

- a. Look for trends
- b. Look for kids that are behind or advanced
- c. Identify strengths – weakness
- d. Ask yourself questions about the data
- e. Think about the story you can write and tell using the data to support the story