

# CHILD & FAMILY DEVELOPMENT PROGRAM'S SCHOOL READINESS AND CURRICULUM GUIDE FOR C.A.T. CHILDREN'S PROGRAMS

## INTRODUCTION

*The School Readiness and Curriculum Guide for Head Start, Early Head Start and Preschool Promise 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. The program 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 Program 5 Year Goals and Policies. Teachers are hired with education and experience specific to early childhood education. Reference and complete Policy 1-101 and Form 1-101a 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/NCOTL/NCECDIL](#)).

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, classroom staff, and Family Educators are the primary data collectors for child outcome data relating to school readiness. MyTeachingStrategies (MyTS) and 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, four checkpoint periods for EHS. 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 Early Head Start Specialist monitors and provides feedback to home visitors to support school readiness. The Education Specialist has school readiness leadership responsibilities and supports 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 for Head Start and four times a year for Early Head Start 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 is based on Program Performance Standards and sound child development principles established according to how children grow and learn. The role of the program curriculum is to enhance the social competence and school-readiness of children. Program staff and parents provide input into curriculum development for Child and Family Development Programs, 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 (1302.30) is to "...provide high-quality early education and child development services, including for children with disabilities, that promote children's cognitive, social, and emotional growth for later school success."

Head Start Program Performance Standard 1302.32 notes curricula and curricular supplements must:

- Be evidence based
- Align with HSELOF
- Have an organized scope and sequence that include plans and materials for learning experiences based on developmental progressions
- Sufficiently content-rich to promote measurable progress toward development and learning
- For Early Head Start home based – (PS 1302.35(d)) notes curricula should also promote the parent's role as the child's teacher with focus on parent-child relationships, and as appropriate, the family's traditions, culture, values, and beliefs

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## **Philosophy**

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

- Positive relationships between parent, child and school are essential to support children's successes now and in the future.
- Children learn best through play and meaningful, varied, relevant and hands-on experiences.
- Parents are the primary and life-long teacher of their child. Parents provide valuable insights and are key partners in planning for their child, their class, their center, and program decision making.
- Staff engage in ongoing training, education, and reflective practice to provide high-quality sustained practices.
- Appropriate materials and resources are essential to ensure high quality services are provided.
- All families, children, and staff should be treated with respect and dignity. Each family has a unique culture that should be supported and celebrated.
- All children need intentional activities that support their individual strengths and opportunities for growth, including dual language learners and children with disabilities.

## **CURRICULUM OVERVIEW**

Parents as Teachers® is the curriculum used for prenatal to 3 years of age. Family Educators facilitate and support parents in their role as the child's primary teacher. The curriculum provides tools and resources for family educators and families to jointly plan home visits and group socializations. The curriculum uses a strengths based approach and supports very young children in being meaningfully engaged in movement, play and active exploration following their interests. Family Educators serve as a resource by helping families identify goals that strengthen the family unit while connecting them to community resources that support their goals.

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 expectations: (1) be safe (2) be respectful (*or be a friend*) and (3) be responsible (*or be a worker*). These apply to all staff and children. 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, fire drills and earthquake/flood preparedness (reference Form 2-1a). Teachers are mindful of and incorporate family and local culture into the classroom environment (reference Form 2-4). Culturally appropriate activities include cooking, songs, stories, games, learning activities, 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 will 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. Teachers 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 will study a topic for several weeks (at least 6 weeks is required for a study) 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 community. Teachers are facilitators of children's learning and teachers and children learn about the topic together. Teachers will ensure learning experiences reflect the culture and home language of all children in their classroom. Studies mainly focus on Science and Social Studies. Topics to study are not letters, colors or numbers although children have many opportunities to learn about these concepts when investigating and documenting a relevant study topic. See Suggested Topics for Studies/Projects in this guide for study ideas. The Creative Curriculum offers many Teaching Guides focused on good topics of study. Head Start staff will use the Beginning of the Year Study. After this study is concluded staff will choose a topic of study based on their children's interest. If the topic is covered in a teaching guide in program inventory, it is required staff will use the teaching guide to support the study.

**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. Holidays also lead to closed activities that do not allow children to explore in more meaningful 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, and those that do, do not all celebrate the same way. 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.

**Home Visits, Socializations and Parent Teacher Conferences:** Early Head Start Family Educators provide weekly home visits at 1.5 hours each and provide a minimum of 46 visits per year. In addition, EHS will provide 22 socializations over the course of the program year.

Head Start Teachers are 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, or family advocate

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 **1<sup>st</sup> 90-days** ~ Implement and document all five safety lesson requirements on lesson plans.

- Pedestrian and Bus Safety Education ~ See Policy 1-47 and/or PS 1303.74 (Head Start and Preschool Promise)
  - 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 recommendation for pedestrian and bus safety education for the newly enrolled child.

- TSG Home Language Survey, and PLA "Gathering and Using Language Information that Families Share" as needed

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). Family Educators will support high quality language and early literacy experiences in the home using the PLA. Implement Zoo-phonics to 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. Family Educators will support activities and experiences in the home that supports early mathematical concepts.

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**

Daily entry in Gold is expected and preferred. Teachers, assistants, and Family Educators will spend time weekly entering data in Gold. Each teaching team and center should establish a plan for documentation and note on a 5-11. Staff must achieve Inter-rater reliability on IRR before entering and scoring data on Gold.

- ☐ Vocabulary/Novel Words (*strive for 8-10 new words/per week and share list and key concepts with parents*)

### Required **MONTHLY** ~ Include the following each month

- ☐ Vocabulary List for Key Concepts
- ☐ Culturally Relevant Embedded Activities (see Section on Including all Children)
- ☐ Nutrition Activity
- ☐ Health Activity
- ☐ Dental Activity
- ☐ Child Safety/Personal Safety
- ☐ Mental Health
- ☐ Fire Drill & Complete Form 2-24
- ☐ Other Emergency Drill & Complete Form 2-24

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 should be planned to support a topic of study and may occur throughout the year, using contracted services.

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. . Reference Procedure 2-10 and complete Form 2-5.

- ☐ Classroom Rules (words and visuals)
- ☐ Playground Safety and Rules (matrix and visuals) \*
- ☐ Daily Schedule (words and visuals, clearly posted)
- ☐ Classroom Rule Matrix (clearly posted)
- ☐ Personal Safety\* (use the Second Step Child Protection Unit)

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

#### **Classroom Requirements:**

- ☐ Bicycle Safety\*
- ☐ Bus Evacuations
  - Staff will conduct at least three bus evacuation drills every school year for every classroom according to Performance Standard [1303.74](#) and State regulations. Form 2-24b will be completed after each drill and turned into the Center Manager at the end of the month.
- ☐ 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
- ☐ Poison Prevention\* (*including Mr. Yuk*)
- ☐ Seatbelt Safety\*
- ☐ Street Crossing Safety\*
- ☐ Studies/Projects (*number & duration based on the interest of the children*)
- ☐ Water Safety\*

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

**Home and Family Engagement Requirements:** Teachers and Family Educators 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 introduction, socializations 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: [National Center for Pyramid Model Innovations](#) & [CSEFEL](#)
- ☐ \*[Seatbelt](#) Safety
- ☐ \*Pedestrian and [Street Crossing](#) Safety
- ☐ \*Swimming and [Water](#) Safety
- ☐ [Bicycle, wheeled toys Safety](#)

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

## LESSON PLAN GUIDANCE

Lesson plans for Head Start and Preschool Promise are created on-line within MyTeachingStrategies (MyTS) MyTS: Gold Introduction, Introducing MyTeachingStrategies, and Getting to Know the Creative Curriculum is completed before users are connected to a classroom and able to document within the TSG system.

### Primary Requirements

Developmentally appropriate practice (DAP) is at the core of lesson planning. The National Association for the Education of Young Children [DAP position statement](#) is a good resource for defining and understanding DAP. Core to the definition of DAP is:

- support of development and learning in a strength-based, play-based approach to joyful, engaged learning.
- building on children's strengths
- environments designed to help children achieve their fullest potential across all domains of development and content areas.
- practices that are culturally, linguistically and ability appropriate
- central to teaching is play that is self-directed to support executive functioning, and a recognition that highly didactic and controlling curriculum does not support the broad foundation needed for school readiness
- authentic and organic assessment as opposed to test-focused
- hands-on activities that support acquisition instead of memorization and rote learning
- teachers engage in reflective practice
- teachers recognize and work to counter their own implicit and larger societal biases that may undermine children's positive development and well-being.

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.

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

- Use intentional teaching card activities for individualizing on the [Weekly Planning Form](#). Individualize weekly 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 Daily Resources for study Teaching Guides. Incorporate into the Weekly Planning Form.
- In custom – create a custom section for activities to support each of the following:
  - Social-Emotional including PBIS
  - Language & Literacy
  - Math & Science
- 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 the Creative Curriculum Fidelity Tool to ensure interest areas include the recommended materials.

## Secondary Requirements

- Use small group time, and center time 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 should 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. A group of more than five children is not counted as small group.*
  - *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 PLA resources on ECLKC.*
- 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 Literacy the Creative Curriculum Approach, Zoo-Phonics, 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

- Create a Special Activities section under “custom” on the Weekly Planning Form for additional activities that extend or celebrate learning.
  - *Examples: special community visitor, making presents or pictures for parents/guardians, 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. Family engagement must include a variety of strategies that support culturally relevant embedded activities.
- Record the observation plan for assessment and data collection on the lesson plans.
  - *Take advantage of the TSG Intentional Teaching 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.

## **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. Family Educators are responsible for 46 home visits and 22 socializations.

- 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, socializations 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 Report Card 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. EHS Family Educators will share progress four times a year during home visits.

## CURRICULUM

Curriculum and curricular enhancements must meet [HSPPS 1302.32](#). Approved curriculum is listed below. Curriculum is adopted at a program-wide level. HSPPS 1302.32 requires adopted curriculum be implemented with fidelity. The Creative Curriculum (5/6<sup>th</sup> Ed) and Parents as Teachers are the approved program curriculums. All others are resources and supplements that will be used to support school readiness and the implementation of the Creative Curriculum and Parents as Teachers with fidelity.

### **The Creative Curriculum® for Preschool, 5<sup>th</sup> Edition (Six-Volume Set)**

- Volume 1: The Foundation
- Volume 2: Interest Areas
- Volume 3: Literacy
- Volume 4: Mathematics
- Volume 5: Science and Technology, Social Studies & The Arts (**6<sup>th</sup> Edition**)
- Volume 6: Objectives for Development & Learning (**6<sup>th</sup> Edition**)
- **Mighty Minutes** (*a good resource when planning for transitions*)

**The Creative Curriculum Daily Resources/Expanded Daily Resources** (Teaching Strategies) – Includes Teaching guides and resources for project- based investigations using the topics: Beginning of the Year; Clothes; Balls; Reduce, Reuse, Recycle; Trees; Buildings; Insects; Sand; Tubes and Tunnels; Signs; and Simple Machines

**Parents as Teachers** – Online curriculum system that includes activities and resources for supporting families in the role of the child's first teacher.

**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.*

**Zoo-phonics** – Multi-sensory language and literacy kit designed to meet the needs of all learners

[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 Interventions & 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.

[Cavity Free Kids](#) – Dental Program – [Teachers](#) – [Parents](#)

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

The Head Start for Picturing America Resource Guide should be available at centers.

**NOTE:** If teachers or centers have additional resources 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 supplement so verification can be made if it meets HSPPS 1302.32

\*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 and Teaching Guides are listed in bold.

- ~ Animals, Babies, Farm
- ~ **Ants – CC Study Starter**
- ~ Author Studies
- ~ Balance
- ~ **Balls – CC Teaching Guide**
- ~ **Beginning of the Year – CC Teaching Guide**
- ~ Book Studies
- ~ **Boxes – CC Teaching Guide**
- ~ **Bread – CC Teaching Guide**
- ~ **Buildings – CC Teaching Guide**
- ~ Change
- ~ Chain Reactions
- ~ **Chairs – CC Study Starter**
- ~ **Clothes – CC Teaching Guide**
- ~ Community Occupations
- ~ Earth Day/Environment/Recycling
- ~ **Exercise – CC Teaching Guide**
- ~ Faces
- ~ Family Community
- ~ Five Senses
- ~ **Flowers – CC Study Starter**
- ~ Forest
- ~ Friends
- ~ **Gardening – CC Teaching Guide**
- ~ **Getting Ready for Kindergarten – CC Teaching Guide**
- ~ Habitat
- ~ Houses
- ~ **Insects – CC Teaching Guide**
- ~ Light
- ~ Magnets
- ~ Maps
- ~ Me, Myself and I
- ~ **Music – CC Teaching Guide**
- ~ Oceans
- ~ Our Natural World
- ~ **Pets – CC Teaching Guide**
- ~ **Reduce, Reuse, Recycle – CC Teaching Guide**
- ~ **Roads – CC Teaching Guide**
- ~ **Rocks – CC Study Starter**
- ~ **Sand – CC Teaching Guide**
- ~ Seeds & Growing Things
- ~ Sharing/Cooperation
- ~ **Shadows – CC Study Starter**
- ~ **Signs – CC Teaching Guide**
- ~ **Simple Machines – CC Teaching Guide**
- ~ Sound/Colors
- ~ Tools
- ~ Transition to Kindergarten
- ~ Transportation
- ~ **Trash & Garbage – CC Study Starter**
- ~ **Trees – CC Teaching Guide**
- ~ **Tubes and Tunnels – CC Teaching Guide**
- ~ Volcanoes
- ~ Voting/Graphing
- ~ Water
- ~ **Water Pipes – CC Study Starter**
- ~ Weather/Seasons
- ~ Weights & Measures
- ~ **Wheels – CC Study Starter**

**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

- Binding Machine
- Boardmaker Icons (Form 8-2)
- Books (for Professional Development)
- 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 [1302.31\(b\)](#)**– teaching and learning environment states, staff must use effective teaching practices that include 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 1302.33\(b\)](#).

### CFDP 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 required training modules in MyTS (refer to form 1-51g) 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 MyTS system by accessing the [Develop tab at the top of the MyTS page](#)
- 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.
- Assessment for children that are Dual Language Learners will occur in whichever language is the most comfortable for the child, either the home language or English.

*“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.

- The Teaching Pyramid Observation Tool (TPOT) will be used in conjunction with CLASS. TPOT is used to help teachers and programs improve implementation of the PBIS (Positive Behavior Interventions and Supports) so all children are supported in social/emotional skill development essential for learning.

**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 resources will support the process of observation, assessment and evaluation.

- **MyTS Resources**
  - Creative Curriculum Intentional Teaching Cards
  - Creative Curriculum Book Discussion Cards
  - TS GOLD On-the-Spot Observation Recording Tools
  - TS GOLD Forms
  - TSG App

**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:**

- **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
- ASQ-3 & ASQ-SE2

## **INDIVIDUALIZING**

**Individualization** is an essential element of the program 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 1302.33\(b\)](#), assessment for individualization.

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 Child Report Card 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 weekly for each child.** Develop and use a systematic way to document and monitor that individualization occurs 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. Individualizing needs to be documented in lesson plans with children's initials and TSG objective numbers, when planned as part of a small group activity, or by using intentional teaching cards. Individualizing may also be documented in lesson plans using the individual child plan option for an activity

Individualized Family Service Plan (IFSP) 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, home language and family culture (*Teaching Strategies*). Plan 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: NWRES D and the program collaborate on providing services for children, regardless of whether the placement decision is in Head Start, Preschool Promise, an ECSE setting, or dual placement. In any of these scenarios, the program obtains a copy of the child's IFSP goals and implements them appropriately in the classroom or home visit setting. Each agency has complimentary responsibilities which are outlined in the NWRES D/Child and Family Development Programs **Interagency Agreement**. Head Start teachers, Family Educators, center managers or EHS Specialist attend all IFSP meetings and support the special needs of children with disabilities and their parents when children transition into Head Start, Early Head Start, or Preschool Promise, during participation in the program, and when transitioning from the program 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).

#### Respecting Diversity:

Program families are comprised in a variety of ways. Some children live in single parent households. Other children live in foster care, or with grandparents or other non-parental relatives. The program also includes respecting families in LGBT community. **ALL** families will be treated with dignity and respect. Materials and equipment in the center will avoid stereotypical depictions of gender roles and culture. Ways to honor all families include, but are not limited to:

- Individualized social stories that respects family culture, ethnicity, and make-up
- Photos that include all important family members
- Language that respects role, by using parent/guardian
- Materials sent home printed in an easily readable size and font, such as Arial, in at least a 12 pt font.
- A thoughtful and intentional approach to stories and materials depicting roles, age, and family structure

There are several resources on ECKLC in regard to [Engaging Fathers](#), [Supporting Migrant Families](#), and [Supporting LGBT families](#).

#### Respecting Culture:

All families have a unique culture, regardless of where they were born. Culture cannot be easily defined, and includes more than ethnic and racial make-up. Culture includes a complex whole that encompasses knowledge, beliefs, art, morals, and activities. Classrooms will actively support, respect, and celebrate the diversity and make-up of the enrolled children and their families. CFDP engages in an approach of cultural humility. To ensure that staff treat families, the public and colleagues with dignity and respect, a culture of respect and dignity which values culture and individuality is maintained through:

- Conveying and communicating acceptance of values and lifestyle.
- Promoting positive interaction between parties.
- Involving all present and encouraging members to fully participate.
- Listening and responding appropriately to concerns, comments and suggestions.

CFDP will follow the [10 Multicultural Principles](#) as outlined on ECKLC. Staff will use the resources available here to support cultural diversity in the center and classroom. Suggested activities that are culturally relevant embedded activities include, but are not limited to:

- Family Boards
- Inviting families to share traditional, developmentally appropriate stories
- Including traditional music & dance
- Inviting families to share an important event or celebration
- Materials that represent the family
- Photos of children and families displayed in the classroom or in a photo album
- Photos of different homes
- **"Family of 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.

#### 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- Culture and Language](#).
- Planned Language Approach (PLA): Programs are encouraged 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: [Culture & Language - Teachers, Caregivers, and Family Service Staff](#)
- Home Language Support: CFDP will support home language of children and families using a variety of strategies, including but not limited to:
  - Including environmental print in the children’s home language in a distinct color in the classroom and paired with English, Black will be used for English, and Green used for Spanish. No language will be printed in red.
  - Alternate which language appears first.
  - Accepting code switching as part of natural communication progression,
  - Making explicit connections between familiar words in the child’s home language and new words in English, and
  - Providing opportunities for children to see, hear, and use their home language.

Refer to [The Importance of Home Language](#).

- 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: “How to guide – Home Language survey” – TSG – Help Menu.
- PLA “Gathering and Using Language Information that Families Share”: Use this questionnaire as needed to help support the gathering of home language information for the child.

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 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

**MyTS Reports** (on-line): Child outcome reports are analyzed three/four times a year after each TSG checkpoint period. Some reports are used weekly by teachers and family educators 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 and family educator level. They are all found under the Report Section:

- **Documentation Status** – planning tool / teachers run on a weekly basis
- **Assessment Status Report** – *use to determine checkpoint finalization status*
- **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 / can be used with Family Conference Form*

- **Report Card** – run, print, and share with families three times per year with Family Conference Form, shows where child is currently, and what they will do next
- **Snapshot** – *primary report for analyzing school readiness outcomes / many possibilities*

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](#). The Teaching Strategies Gold Checkpoint Analysis Report.

More information on each report can be found on the MyTS on-line system in the help menu, by clicking on the information button next to each report, or by clicking on the description option on the left hand side of the screen. and

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](#) and [National Center on Early Childhood Development, Teaching and Learning \(NCECDTL\)](#) on [ECLKC](#)!

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

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### 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 [Head Start Act](#).
- The Oregon Department of Education ([ODE](#))
  - [Early Learning and Kindergarten Guidelines](#)
  - [CCSS Toolkit](#) for Early Childhood Educators
  - [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.
- 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

- 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 / [NCECDTL](#).
- [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 outcomes on CLASS, TPOT, and the Creative Curriculum Fidelity Tool.
- Children with Disabilities: Reference [PS 1302 Subpart F](#) 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 [ECKLC transitions](#) 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 Getting to Know the Creative Curriculum and IRR. If this is not possible, develop a plan with supervisor to complete within three to six months of hire.

## **CFDP SCHOOL READINESS 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. The school readiness goals focus on all domains of development. Learning and development is interconnected and staff will focus on supporting the development of the whole child. Focus TSG objectives for all children are noted in bold, as identified based on child outcome data and trends over several years. These objectives will be a priority in planning. It is important to remember the goal is for children to make progress from where they are, and demonstrate individual growth as opposed to achieving a set "bench mark" level.

## **TSG TIPS & TOOLS FOR TEACHERS BY TEACHERS**

### **1. Lesson Plans**

- Start with the individualizing of children first
- Save custom activities so you can use them later
- Use previous week lesson plan as a skeleton

### **2. Data Collection**

- Use Intentional Teaching Cards
- Use TSG Forms & companion reports
- Use TSG App
- Design data collection forms that work for you, what you have planned and what you need to collect
- Use your Documentation Status in the Report tab
- Use your on-the-spot form

### **3. Reports & Report Analysis**

- Look for trends
- Look for kids that are behind or advanced
- Identify strengths – areas for growth
- Ask yourself questions about the data
- Think about the story you can write - use the data to support the story