

Weaving it all Together

School Readiness Goals, Curriculum, Assessment, Teaching Practices,
Child Outcomes



Temperament

What is temperament?

- Inborn
- Set of inclinations
 - Activity Level
 - Biological Rhythms
 - Adaptability
 - Approach/Withdrawal
 - Sensitivity
 - Intensity of Reaction
 - Distractibility
 - Quality of Mood
 - Persistence



Temperament

- Fill out handouts based on your temperament
- Walk about – place yourself on the continuum
 - **Activity Level**
 - **Biological Rhythms**
 - **Adaptability**
 - **Approach/Withdrawal**
 - **Sensitivity**
 - **Intensity of Reaction**
 - **Distractibility**
 - **Quality of Mood**
 - **Persistence**



GOODNESS OF FIT

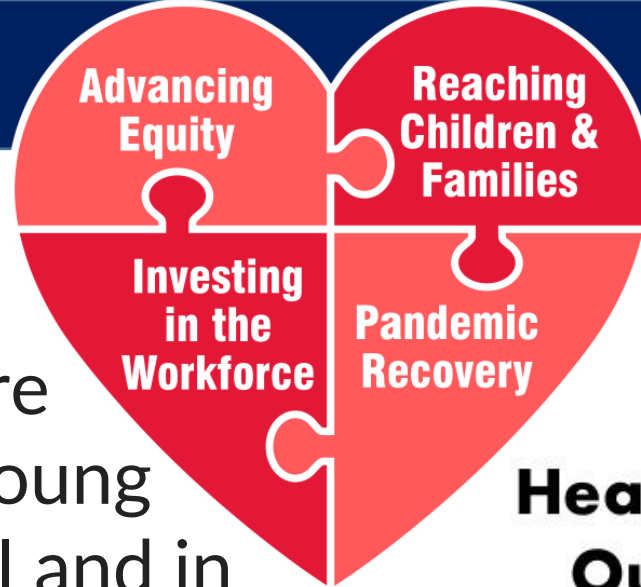


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Objectives for this training:

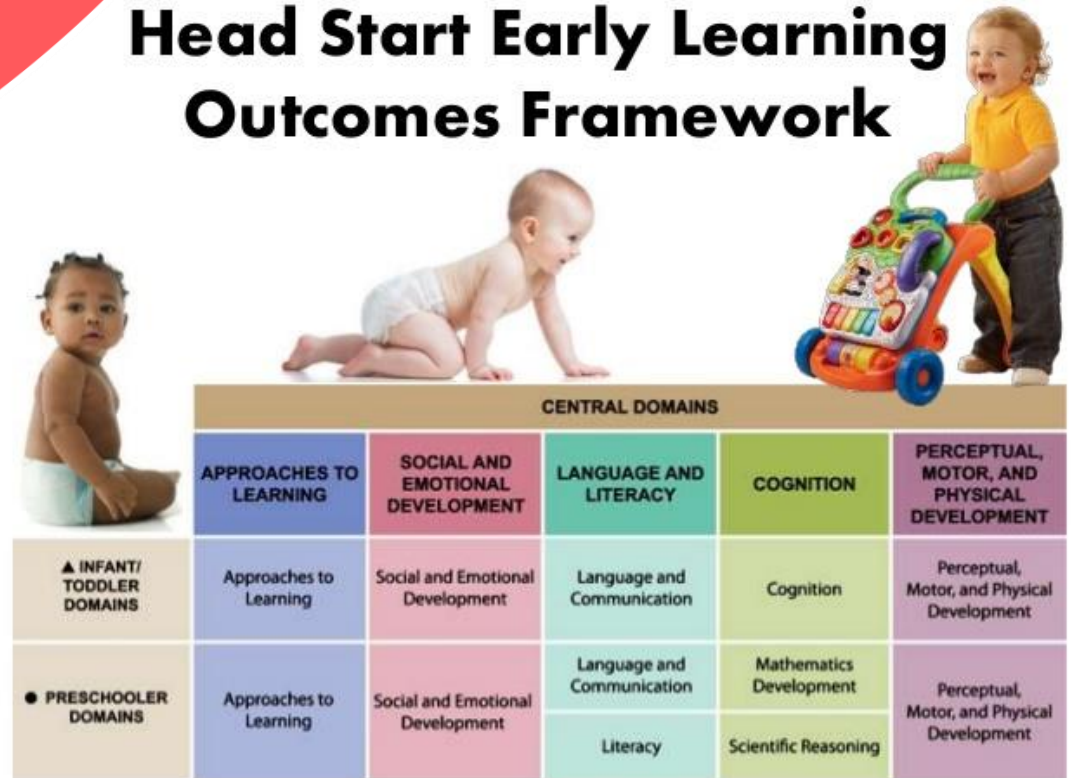
1. Participants will understand connections between the Early Learning Outcomes Framework, Curricula, Assessment, Teaching Practices and School Readiness
2. Participants will plan for collecting assessment data
3. Participants will plan for using teaching practices to individualize activities based on assessment and other child data





“Head Start programs prepare America’s most vulnerable young children to succeed in school and in life beyond school. To achieve this, Head Start programs deliver services to children age birth to 5 and their families in **core areas of early learning**, health, and family well-being.”

Head Start Early Learning Outcomes Framework



The Early Learning Outcomes Framework

CENTRAL DOMAINS					
	APPROACHES TO LEARNING	SOCIAL AND EMOTIONAL DEVELOPMENT	LANGUAGE AND LITERACY	COGNITION	PERCEPTUAL, MOTOR AND PHYSICAL DEVELOPMENT
INFANT/TODDLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication	Cognition	Perceptual, Motor and Physical Development
PRESCHOOLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication	Mathematics Development	Perceptual, Motor and Physical Development
			Literacy	Scientific Reasoning	

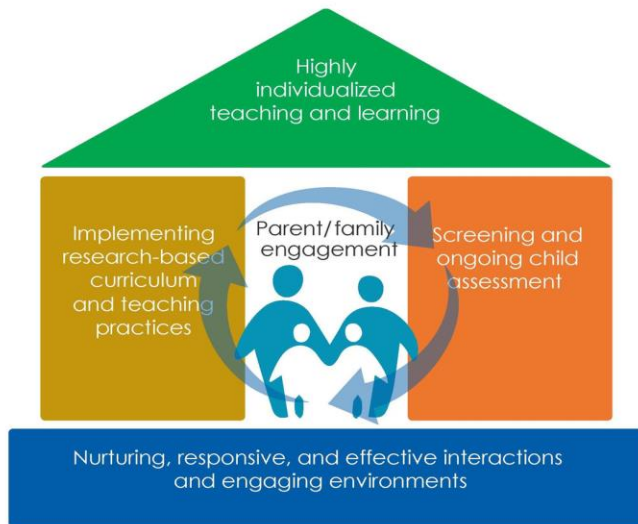


EFFECTIVE PRACTICES



ALIGNMENT

Are the Walls aligned?



Do the Curricula and Assessment have the same scope and sequence as the ELOF?

	CENTRAL DOMAINS				
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INFANT/TODDLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication	Cognition	Perceptual, Motor and Physical Development
PRECHOOLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication Literacy	Mathematics Development Scientific Reasoning	Perceptual, Motor and Physical Development

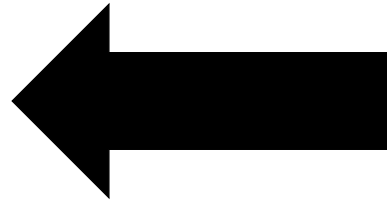
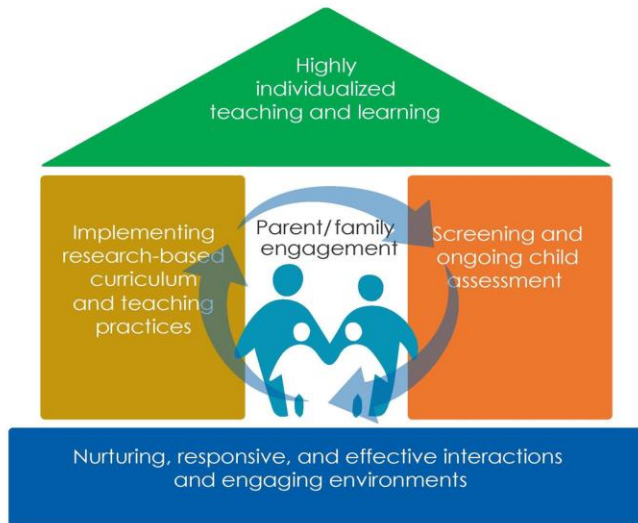


NATIONAL CENTER ON
Early Childhood Development, Teaching and Learning



SET Goals Based on ELOF

Use Curriculum to teach content
Measure progress with
Assessment tool



Expectations for School Readiness

E.g. Children will develop and demonstrate **positive interactions and relationships** with adults and peers

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SCHOOL READINESS GOALS

- BROAD statements of expectation around children's status and progress that address the 5 central ELOF domains
- Reflect ages and range of children served
- Answer two questions
 - What will children accomplish?
 - Why is it important?
- What children should know/do at the end of their enrollment in the program
- “Children will...”



NESD School Readiness Goals:

Approaches to Learning	
P-ATL 1, 2, 4: Children will demonstrate increasing independence in self-care and routines while following classroom rules/routines, and managing their actions, words, and behaviors.	TS GOLD: Objectives 1a, 1b, 1c
P-ATL 2, 6, 7: Children will demonstrate persistence and sustained attention while actively engaging in classroom activities – with increasing independence and decreased adult support.	TS GOLD: Objectives 11a, 11b
P-ATL 8, 9, 11, 12: Children will show interest in school, creativity and curiosity in thinking, practice problem solving, and recognize and recall sequenced information related to routines and events.	TS GOLD: Objectives 11d, 11e, 12a
Social and Emotional Development	
P-SE 3, 6, 7, 8: Children will appropriately recognize, express, and respond to a broad range of emotions, including concern for others.	TS GOLD: Objectives 1a, 2b, 3a
P-SE 9, 10, 11: Children will express confidence and positive feelings about self and demonstrate a sense of belonging to family, community, and other groups.	TS GOLD: Objectives 1a, 3a, 3b



SCHOOL READINESS PLAN

Domain: Social Emotional

NESD SR GOAL	TS Gold Indicators	Measurable Outcome
P-SE 3, 6, 7, 8: Children will appropriately recognize, express, and respond to a broad range of emotions, including concern for others.	TS GOLD: Objectives 1a, 2b, 3a	Competence is where ELOF 'by 60 Month' indicators match TS GOLD

SCHOOL READINESS PLAN

Domain: Social Emotional

NESD SR GOAL

Children will appropriately recognize, express, and respond to a broad range of emotions, including concern for others.

ELOF 60 Month Indicators

P-SE 3

- Engages in and maintains positive interactions with other children.
- Develops friendships with one or two preferred other children.

P-SE 6

- Recognizes and labels basic emotions in books or photographs.
- Uses words to describe own feelings.
- Uses words to describe the feelings of adults or other children.

SCHOOL READINESS PLAN

Domain: Social Emotional

NESD SR GOAL

Children will appropriately recognize, express, and respond to a broad range of emotions, including concern for others.

ELOF 60 Month Indicators

P-SE 7

- Makes empathetic statements to adults or other children.
- Offers support to adults or other children who are distressed.

P-SE 8

- Expresses feelings in ways that are appropriate to the situation.
- Looks for adult assistance when feelings are most intense.
- Uses a range of coping strategies to manage emotions with the support of an adult, such as using words or taking a deep breath.

The House and the Framework



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			Literacy	Scientific Reasoning	

HOW Children learn
Teachers will.....

WHAT Children learn
so Children can



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ALIGN SRG, TP, AND PD

Effective Practices that Support This Goal



School Readiness Goal NESD

Children will appropriately recognize, express, and respond to a broad range of emotions, including concern for others.

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EFFECTIVE PRACTICES

Specific statements of the actions and behaviors of teachers that support child learning



Teaching practices video



TEACHING PRACTICES VS. ACTIVITIES

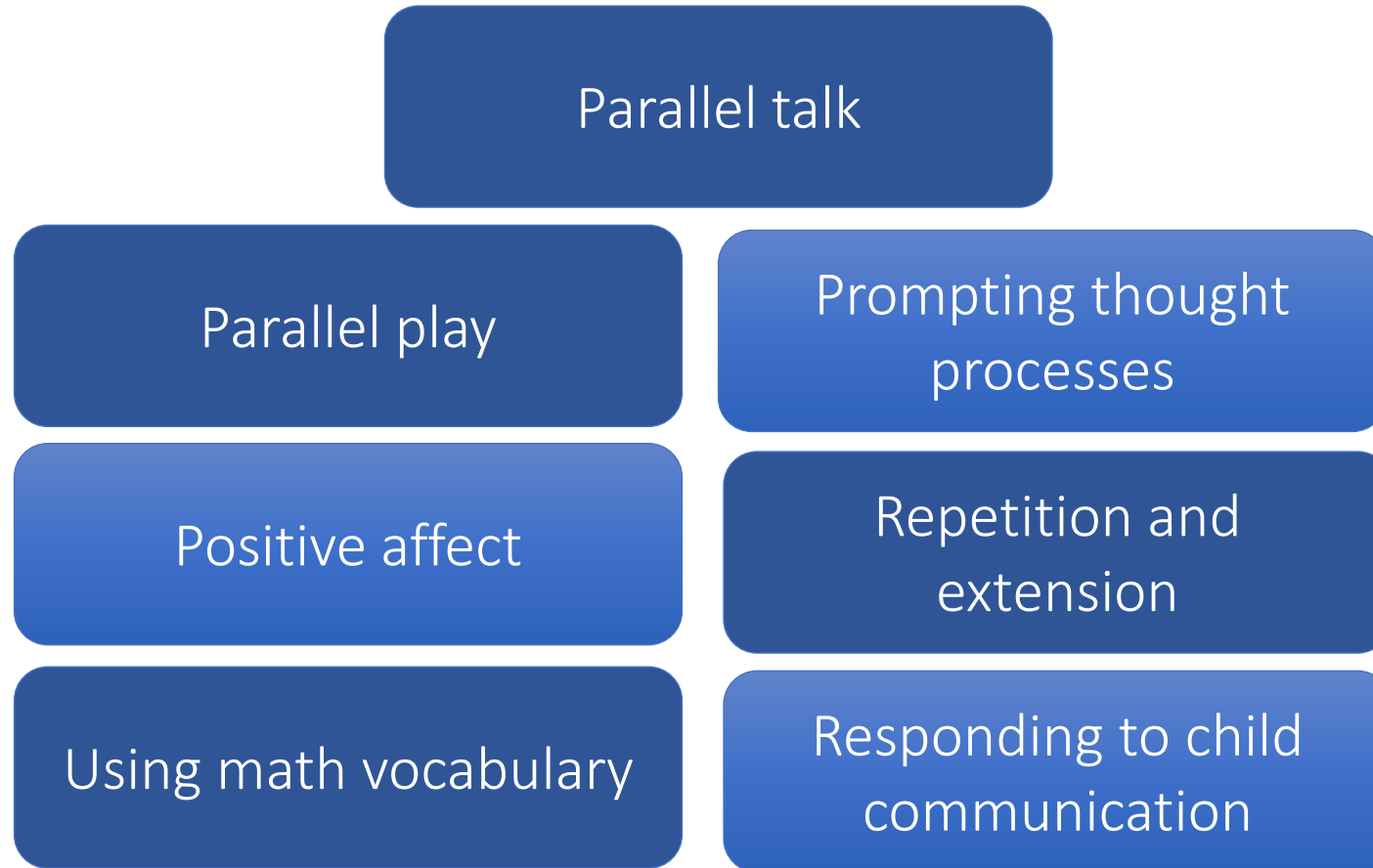
- What might this teacher have written in her lesson plan?
- What *activity* did she do with the children?

Sand table play



PRACTICES VS. ACTIVITIES

What *teaching practices* did the teacher use during the activity?



EXAMPLE EFFECTIVE PRACTICES

- I show physical affection toward children and often smile at them.
- I prepare for activities in advance and have materials ready and accessible.
- I ask open-ended questions and give parents and children time to respond.
- I vary the level of support parents and children receive based on their individual needs.



Temperament and Teaching Practices



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NESD's School Readiness Plan

Domain: Social Emotional			
GNWEC School Readiness Goal	Teaching Practices	TS Gold Indicators	Measurable Outcome
Children will appropriately recognize, express, and respond to a broad range of emotions, including concern for others.	Teachers will – what?	1a, 2b, 3a	Competence is where ELOF 'by 60 Month' indicators match TS GOLD



Planning for Success

NESD SR Goal: Children will appropriately recognize, express, and respond to a broad range of emotions, including concern for others.

In classroom teams:

Thinking about your lesson plans for next week, what is an activity where you will be teaching children skills they need for this SR goal?

What Teaching Practices will you use to scaffold children's success if the activity is too hard, or to challenge children if the activity is too easy?



Planning for Success

Small Group

Intentional Teaching Experience LL47, *"The Name Game"*

: Children look at classmates' name cards with a few letters covered up and guess whose name is on each one.



Assessment Strategies

Domain: Language and Literacy Date: _____

Goal: Children will identify and write a range of 10-20 upper and lowercase letters, identify several letter sounds. They will also demonstrate increasingly difficult written products.

Activity from Lesson Plan Curriculum Specific	Learning skill	<u>Consolidating</u> <u>skill</u>	Generalizing Skill	Maintaining Skill
Activity: Children look at classmates' name cards with a few letters covered up and guess whose name is on each one.	Marti Anna Abdi	Jenny Todd	Markus Fatimah Esther	Jakob Mary
Teaching Strategies:	Cover only one letter, use a photo as a hint. Identify first letter for children	Cover several letters, but not first letter. Use hints (lines, curves, this letter starts the word _)	Cover several letters, Use hints that refer to where the child has the skill – sign in, question of the day -	Make it challenging and playful – maybe only show part of some letters.
Indicators (from Assessment) Objectives 16a, 16b, 19b	On a list of children's names note what letters they recognize, or letter sounds they make while trying to guess the names. Use video or audio recordings if they are available.			



Assessment Strategies

Domain: Social and Emotional Development Date: _____

Goal: Children will appropriately recognize, express, and respond to a broad range of emotions, including concern for others.

Activity from Lesson Plan Curriculum Specific	Learning skill	<u>Consolidating skill</u>	Generalizing Skill	Maintaining Skill
Activity: Children look at classmates' name cards with a few letters covered up and guess whose name is on each one.	Names Anna Abdi Todd	Names Marti Jenny	Names Markus Fatimah	Names Jakob Mary Esther
Teaching Strategies:	Help children recognize emotions by labeling – That's a hard one, 'Jakob is really concentrating to figure it out'. Mary, can you think of a way to help Abdi figure it out? I wonder if Markus and Esther can work together to find an answer.			
Indicators (from Assessment) 1a, 2b, 3a				



Planning for Success

NESD SR Goal: Children will appropriately recognize, express, and respond to a broad range of emotions, including concern for others.

In classroom teams:

Pull out your papers from before – what could you add that would help you assess children's outcomes for

Bonus: How could you plan to assess children's progress so you can see if what you are doing is helping them achieve these child outcomes?

