SCHOOL READINESS AND POSITIVE CHILD OUTCOMES FOR ALL CHILDREN
OUR TIME TODAY

<table>
<thead>
<tr>
<th>To Learn from Each Other</th>
<th>drawing on our knowledge and experiences</th>
</tr>
</thead>
<tbody>
<tr>
<td>To Offer</td>
<td>information and resources to support the work you are already doing</td>
</tr>
<tr>
<td>To Reflect</td>
<td>on the information shared today and how you might add pieces to the work you are already doing or try something new</td>
</tr>
</tbody>
</table>
WHO WE ARE

• Kristin Tenney-Blackwell
  – NCQTL, Vanderbilt University
• Lynne Kahn
  – ECTA Center, University of North Carolina
• Tweety Yates
  – NCQTL, University of Illinois
WHO ARE YOU?

• How many of you are:
  – State administrators? What programs?
  – Local administrators? What programs?
  – Local providers? What programs?
  – Family members?
  – TA providers? National? State?
ACTIVITY

What **word** comes to mind when you hear – child outcomes?
What is your **role** around promoting positive child outcomes?
Are you familiar with the **OSEP** child outcomes?
Are you familiar with the **Head Start Early Learning Framework**?
CHILD OUTCOMES & SCHOOL READINESS...

- **Ready** children
- **Ready** families
- **Ready** communities

- **Ready** Staff
4 Strategic Steps to School Readiness

1. Establish **SR Goals: Adopt and align** established OHS child goals from the *Early Learning Framework*

2. **Create and implement** a plan of action for achieving goals

3. **Assess child progress** on an ongoing basis and aggregate and analyze data 2-3 times per year

4. **Examine data for patterns of progress** for groups of children in order to develop and implement a plan for program improvement
SCHOOL READINESS GOAL
SOCIAL EMOTIONAL GOAL EXAMPLES

• Children will engage in and maintain positive adult-child relationships and interactions.
• Children will engage in and maintain positive peer relationships and interactions.
• Children will display levels of attention, emotional regulation, and behavior that are appropriate to the situation and the supports available.
• Children will learn and internalize (follow) classroom rules, routines, and directions.
• Children will develop and display a sense of self, confidence in their abilities, and a strong identity that is rooted in their family and culture.
SCHOOL READINESS GOALS FOR DLLS: EXAMPLES

• All children will develop and display a sense of self, confidence in their abilities, and a strong identity that is rooted in their family and culture.

• Children who are dual language learners (DLLs) will demonstrate increased competency in their home language while developing proficiency in English.
## RESO URC E
NATIONAL CENTER ON CULTURAL &
LINGUISTIC RESPONSIVENESS (NCCLR)

### PROGRAM PREPAREDNESS CHECKLIST
Version 5.0

A Tool to Assist Head Start and Early Head Start Programs to Assess Their Systems and Services for Dual Language Learners and Their Families

<table>
<thead>
<tr>
<th>Guidance</th>
<th>Indicator</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Have a written plan that describes how each child’s home language is supported in the classroom. In the classroom, high school students or other volunteers, materials written in the language, parents, and other community members who come into the classroom. (Mouseover opens the explanation of the rating scale for this indicator.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td>Utilize all areas of the classroom and a full range of developmentally appropriate learning experiences to promote children’s acquisition of English.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td>Read to children in English daily, using books and written materials that support comprehension for individual children.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d.</td>
<td>Learn key words and phrases in the home languages of the children, and learn to pronounce the names of all children correctly, in order to build positive relationships.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e.</td>
<td>Promote, when possible, pairing English-speaking children with children whose home language is other than English during learning experiences to encourage child-child interactions in English.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f.</td>
<td>Create print-rich environments that include all of the languages of the children in the classroom, which teachers can refer to frequently and incorporate into learning experiences.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g.</td>
<td>Encourage teachers to accept code-switching from children as a natural communication strategy for young dual language learners.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>h.</td>
<td>Plan and use dyadic, reading, and other oral language strategies in order to promote English language development.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
OSEP REPORTING REQUIREMENTS: CHILD OUTCOMES

A. Positive social emotional skills (including positive social relationships)
B. Acquisition and use of knowledge and skills (including early language/communication [and early literacy])
C. Use of appropriate behaviors to meet their needs
HOW DO THE SCHOOL READINESS GOALS RELATE TO THE OSEP OUTCOMES?

• How can promoting the school readiness goals support accomplishing the OSEP outcome A?
Highly Individualized Teaching and Learning

Research-Based Curricula and Teaching Practices

Ongoing Child Assessment

Data

Engaging Interactions and Environments
ACHIEVING POSITIVE CHILD OUTCOMES REQUIRES QUALITY TEACHING AND LEARNING

- Data collection in the absence of good teaching practices won't accomplish much for the children and families. We need to make sure that we emphasize the importance of effective teaching and ongoing data collection.
STRENGTHENING & SUPPORTING TEACHERS

- Resources from NCQTL
- 15 minute In-services
- Beginning Teacher series
• Anecdotal records
• Work samples
• Videos
• Checklists
• Information from families

<table>
<thead>
<tr>
<th>Activity</th>
<th>Letter Naming</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/20/2011 9:00 - 9:15 Center time</td>
<td>///</td>
<td>4</td>
</tr>
<tr>
<td>10/20/2011 10:30 - 10:45 Outdoor play</td>
<td>//</td>
<td>2</td>
</tr>
<tr>
<td>Child’s name</td>
<td>Date</td>
<td>Uppercase letter naming</td>
</tr>
<tr>
<td>-------------</td>
<td>------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>Mark</td>
<td>10/4/2011</td>
<td>M</td>
</tr>
<tr>
<td></td>
<td>10/11/2011</td>
<td>M, R</td>
</tr>
<tr>
<td></td>
<td>10/18/2011</td>
<td>M, R, K</td>
</tr>
<tr>
<td>Sophia</td>
<td>10/4/2011</td>
<td>S, A</td>
</tr>
<tr>
<td></td>
<td>10/11/2011</td>
<td>S, A, O</td>
</tr>
<tr>
<td></td>
<td>10/18/2011</td>
<td>S, A, O, P</td>
</tr>
</tbody>
</table>
**INTERPRETING ASSESSMENT DATA**

NC QTL Suite!
Ongoing Child Assessment
Using Data to Inform Teaching

---

### Early Writing Skills

<table>
<thead>
<tr>
<th></th>
<th>Scribbles</th>
<th>Letter-like forms</th>
<th>Letters</th>
<th>Invented spelling</th>
</tr>
</thead>
<tbody>
<tr>
<td>John</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anna</td>
<td>✓</td>
<td>emerging</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tyler</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bethany</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mee</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

[Image of a child drawing and speech bubble with text: “NC QTL Suite! Ongoing Child Assessment Using Data to Inform Teaching”]

[Title slide: “INTERPRETING ASSESSMENT DATA”]

[Table of early writing skills with column headers: Scribbles, Letter-like forms, Letters, Invented spelling, and rows for John, Anna, Tyler, Bethany, and Mee with corresponding ✓ and emerging marks]
ADJUSTING TEACHING AND PLANNING BASED ON ONGOING CHILD ASSESSMENT DATA TO PROMOTE POSITIVE CHILD OUTCOMES

• What supports are in place to increase competency around assessment-adjustment fluency?
  – If the child **is making progress**, how do we continue to support their development?
  – If the child **is not making progress**, change what or how teachers are teaching. What might the child need to be more successful?
HOW DOES THIS INFORMATION INFORM OSEP OUTCOME MEASUREMENT

- Who is participating in contributing information to the OSEP data?
- What information is used to report “progress” to OSEP?
- What kind of partnerships do you have in place for collaboratively understanding and measuring children’s progress?
TWO PRIMARY QUESTIONS TO ASK OURSELVES AROUND CHILD OUTCOMES & SCHOOL READINESS

1. Do we have intentional supports in place to promote positive child outcomes? What are they?

2. Is what we are doing making enough of a difference with respect to positive child outcomes for all children and our school readiness goals? How do we know?
A THIRD QUESTION

3. Are we working with the service providers for children who have IEPs or IFSPs to make the most difference? How?
WHAT **MESSAGE** DOES YOUR PROGRAM SEND?  
HOW HAVE **YOU** SET UP A  
CULTURE OF CONTINUOUS IMPROVEMENT?

- **Curiosity** – collecting and analyzing data to answer critical questions facing program stakeholders – everyone from parents to policy councils
- **Real Reflection** – using program quality and child level data to see what is working so decisions at all levels are informed by high quality data with the **relentless** pursuit of improved school readiness
CULTURE OF CONTINUOUS IMPROVEMENT

- Safe setting for risk, failure, and vulnerability - recognizing when things aren’t working and changing course when necessary
- Use of feedback – applying data quickly so information can help teachers, parents and children in real time – presenting data graphically and tailoring it to users
- Systems thinking (practices are only as good as the systems that support them!)
- Embrace change
- Cultivate a “can do” disposition
BREAK DOWN GOALS

1. Determine the child’s progress on the goal.
2. Break down the goal into smaller parts.
3. Order the parts for teaching, starting at the current level of progress.
SR GOAL - CHILDREN WILL ENGAGE IN POSITIVE ADULT AND CHILD RELATIONSHIPS AND INTERACTIONS.

Make goals easier by breaking a complex task into individual steps.

Hi! I’m Addie.

I want to play with my friends!
STEP BY STEP

I did it! Invites a peer to play

- Identifies toy or game to play
- Identifies a peer to play with
- Approaches peer
- Gets peer’s attention
THOUGHTFUL PLANNING

What is everyone doing?

Can __________ participate just like everyone?

Yes? Go have fun!

No? What can we do to include __________?
PROMOTING CHILD OUTCOMES
What are we doing...

PD – training for teachers on ideas & strategies for teaching letters/letter

Is what we are doing making enough of a difference?

Lesson plans included more teaching of letters; observation of teaching practices improved (on average); ongoing assessment showed improvement across children

Is what we are doing making enough of a difference in child outcomes & school readiness goals?

Scores in all 3 areas improved (on average) providing evidence for progress on 1 school readiness goal

More improvement for children/teachers with better attendance and one classrooms did not show much improvement
HOW ARE FAMILIES ENGAGED IN PROMOTING POSITIVE CHILD OUTCOMES?

“When you work hand-in-hand with families to build trusting relationships, you help families support their children to reach their fullest potential.”

Markers of Progress/PFCE
PROMOTING POSITIVE CHILD OUTCOMES

• Director/Managers started every meeting by having staff share something they had done to support child outcomes and school readiness
PROMOTING POSITIVE CHILD OUTCOMES
“HOW ARE THE CHILDREN DOING?”

• Committees
• Meet monthly
• Look at data
• Develop tool kits/resources (teachers/bus drivers/families, etc)
• “Mini-trainings” at staff meetings
NC QTL WEBSITE

- Zoning: Staffing to Maximize Learning
- Teacher to Teacher Talk
- Engaging Children in Conversations
- Think and Thin Conversations
- Asking Questions
- Expansions
- Fostering Children’s Thinking Skills